



Equality, Diversity & Inclusion Policy

Signed

Gill Marlow

Chair of the Board of Directors

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Version History

| Version | Date Issued | Brief Summary of Change | Owners Name |
|---------|-------------|-------------------------|-------------------|
| 0.1 | 16.07.2019 | New Policy | Wendy Ainscough |
| 1.1 | 01.09.2020 | Annual Policy Review | Wendy Ainscough |
| 2.1 | 06.09.2022 | Policy Reviewed | Rebecca Northcott |

School statement on equality

Everyone is equal and will be treated with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique differences should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender identity, race, religion, and sexual orientation. In putting together this Equality, Diversity and Inclusion Policy, we are responding to the duties of the Equality Act 2010. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. 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.

This policy has been devised to enable Combe Martin Primary School to meet its duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advancing equality of opportunity between those who have a protected characteristic and those who do not.
- Fostering good relations between those who have a protected characteristic and those who do not.

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality and diversity.
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Making inclusion a thread that runs through all of the activities of Combe Martin Primary School.

2. Guiding principles

Our approach to equality is based on the following key principles:

- Principle 1: All learners and potential learners are of equal value and benefit equally from school policy and practice whatever their ability, ethnicity or national origin or national status, gender identity, cultural identity, religious or non-religious affiliation or faith background or their sexual identity.
- Principle 2: Treating people equally can mean treating them differently. We recognise, respect and embrace difference and understand that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school. Policy and practice do not discriminate, but do take account of differences and strive to remove barriers and disadvantages that children and adults within our school setting may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.
- Principle 3: We foster positive attitudes, relationships and a shared sense of belonging. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- Principle 4: Staff recruitment, retention and development. We strive to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment, promotion, and continuing professional development.
- Principle 5: Society as a whole benefits. Policies and practice will benefit society as a whole, locally, nationally and globally, by fostering greater cohesion and greater participation in public life for: Disabled people as well as non-disabled People of a wide range of ethnic, cultural and religious backgrounds Both women and men, girls and boys Lesbian, bisexual, gay or transgender.
- Principle 6: 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 wider community and to feel that they are respected and able to participate fully in school life.
- Principle 7: We work to raise standards for all pupils. We believe that by improving the quality of education and by having the highest expectations of all our children, including the most vulnerable, they will make good progress, achieve their potential and improve their life chances.

3. Development of the policy

This policy was developed in collaboration with leaders of the Trust schools and Local School Committee members in line with key documentation, including but not limited to:

- The Equality Act (2010)
- The Church of England Vision for Education
- Valuing All God's Children
- Stonewall Resources

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practices including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- The Character Development of pupils and staff
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance

- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Conduct, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school improvement plan, self-evaluation review, the school website and newsletters.

5. Our objectives:

To eliminate discrimination, harassment and victimisation:

We meet our legal duty and live out our guiding principles listed above by:

- Providing accessible toileting facilities;
- Adopting a gender-neutral uniform policy;
- Flexible toileting and changing arrangements as required;
- A Stonewall approved “school script” for challenging LGBTQ+ language;
- Ensuring the school library includes fiction and non-fiction texts which include different types of family and which avoids stereotyping according to gender norms.

To advance equality of opportunity between different groups:

We meet our legal duty and live out our guiding principles listed above by:

Celebrating all families, through the ‘Different Families, Same Love’ materials disseminated by Stonewall and reinforced through PSHE lessons and through fiction and non-fiction showing a range of different families.

Challenging gender stereotyping through language, thoughtful curriculum development, PSHE lessons and through fiction and non-fiction texts which challenge gender norms.

To foster good relations:

We meet our legal duty and live out our guiding principles listed above by:

- Ensuring our Character Development Policy encourages and reinforces a community that is equipped to live well together, rooted in mutual respect, in which all parties are treated with dignity.
- We aim to equip all members of the community to respect diversity and equality, challenge discrimination and prejudice and listen to, and treat others, with dignity and respect.
- We aim to prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through our PSHE lessons and across the curriculum.
- We use materials and resources that reflect the diversity of the population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people. We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays,, visitors, whole school events and a whole array of curriculum enrichment activities throughout the year.
- Where appropriate we include equality matters in our newsletters to parents and carers.
- The implications for equality in new policies and practices are considered before they are introduced.
- Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Other ways we address equality issues:

- CPOMS to record and track incidents
- Reporting to the Local Authority using a [BPHI form](#); when necessary
- We maintain records of all training relating to equality
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equality and their impact on the progress, safety and well being of our pupils.

In order to ensure that the work we are doing on equality meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires, parents' consultations, LSC meetings and parent/teacher consultation meetings.
- Analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons and whole school surveys on children's attitudes to self and school.

6. Disseminating the policy

We ensure that this policy is known to all staff and LSC members, parents and carers and, as appropriate, to all pupils. This Equality Policy along with the Equality Objectives and data is available on the school website and as a paper copy available upon request from the school office. We publish on the school's website copies of relevant policies and guidance, including those on Character Development, Anti-bullying and Special Educational Needs and Disabilities.

7. Roles and responsibilities

We expect all members of the school community and visitors to uphold the principles and actions of this policy and support our commitment to promoting equality and meeting the requirements of the Equality Act.

This includes:

- The Local School Committee being responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented. The effectiveness

of the policy, in securing achievement of equality objectives, will be reviewed on an annual basis.

- The Headteacher and senior leadership team are responsible for:
 - The day to day implementation of the policy and for monitoring outcomes;
 - Ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
 - Taking appropriate action in any cases of unlawful discrimination.
- Teaching and support staff are expected to promote an inclusive and collaborative ethos in their classroom and across the school, challenging prejudice and discrimination and dealing fairly and professionally with any prejudice-related incidents that may occur using the agreed “school script” and recognising and tackling other forms of bias and stereotyping. Teachers will plan and deliver a curriculum and lessons that reflect the school’s principles, for example, providing materials that give positive images in terms of race, gender, sexual orientation and disability. They will maintain the highest expectations of success for all pupils and support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult. All staff will provide positive role models for pupils through their own actions and promote equality and good community relations, avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances. Staff will keep up to date with the law on discrimination and take training and learning opportunities offered to them.
- Pupils will:
 - Treat others kindly and fairly without prejudice, discrimination or harassment;
 - Attend and engage in their own learning as well as helping other pupils to learn;
 - Tell staff about any prejudice related incidents that occur.
- Parents and carers will:
 - Support our school in its implementation of this policy;
 - Follow the school policy through their own behaviour;
 - Ensure their children attend and engage in the learning;
 - Tell staff about any prejudice related incidents that occur.
- Visitors to the school, including parents and carers are expected to support our commitment to equality and comply with the duties set out in this policy.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. A member of the SLT is an accredited Stonewall Champion who is qualified to deliver training on challenging LGBT+ language. A Trust wide hub meets termly to ensure staff are up to date with current best practice.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the LSC. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure. Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

10. Monitoring and evaluation

We will review our equality objectives and report annually to the LSC. We will involve and consult staff, pupils, LSC members, parents and carers as appropriate throughout the year.

As part of the monitoring and evaluation procedure, we will monitor:

- The progress and attainment of pupils of vulnerable groups.
- Incidents of discriminatory behaviour.
- Attendance and exclusion of vulnerable groups.
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- Incidents of racist and homophobic/biphobic/transphobic behaviour and the way the school handles and reports them.
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.

The effectiveness of this policy will be monitored annually and reviewed every four years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the four years stipulated.

In considering the effectiveness of this policy consultation will be undertaken with staff, LSC, pupils and parents/carers to assist in this review process.