

# Equality and Diversity Policy

## Great Ponton CE Primary School



“Offering hope, building confidence,  
developing resilience.”

Approved by:

Date: 21<sup>st</sup> November 2023

Last reviewed on:

November 2023

Next review due by:

November 2025

**This policy aims to:**

- Enable provision of a positive school ethos where all members of the school community are treated with respect.
- Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

**1. The Whole School Principles:**

- 1.1 Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the curriculum.
- 1.2 All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.
- 1.3 All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.
- 1.4 The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

**2. Actions:**

- 2.1 Statements of equality dimensions and opportunity will be printed in all relevant school documentation.
- 2.2 All governors, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.
- 2.3 On acceptance to the school all parents will receive information detailing the school's Home School agreement.
- 2.4 The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g physical access, child care and any other support, (interpreter)
- 2.5 Parents and members of the local community are invited to help in the delivery of the curriculum.
- 2.6 The school also includes in its prospectus, information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. Progress in this area is documented in the School's accessibility plan.

- 2.7 The school will teach responsibilities of equal opportunities throughout the curriculum including explicitly in PSHE programmes of study.

### **3. Statement of Inclusion**

- 3.1 The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.
- 3.2 What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

### **4. Equal Opportunities - Multi-Cultural:**

- 4.1 It is our school policy:
- To incorporate a balanced view of the world through a multi-cultural approach including visits from and visits to people and places with culturally diverse experiences.
  - To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
  - To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

### **5. Equal Opportunities – Gender**

- 5.1 It is our school policy:
- To seek to promote non-sexiest attitudes in both children and staff.
  - To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
  - To work towards the eradication of sex stereotyping.
- 5.2 In order to work towards the eradication of such differences we will ask ourselves:
- 1) Are all children able to try out new roles in play and learning activities?
  - 2) Are all classroom tasks shared equally between girls and boys?
  - 3) Do all children get an equal chance to use equipment and resources?
  - 4) Do all our displays and teaching aids present a non-sexiest attitude?
  - 5) Are our responses to bad behaviour the same to both boys and girls?
  - 6) Are men and women from other cultures presented to children in a non stereotypical way?
  - 7) Do all children have equal access to playground space and other play facilities?

### **6. Equal Opportunities - Race:**

- 6.1 It is our school policy:
- 1) That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
  - 2) To challenge racism in the context of a caring school community.
- In order to fulfil the above, the following types of behaviour will not be tolerated:
- Provocative behaviour, i.e wearing of any racist badges or insignia.
- 3) The use of verbal abuse or name calling of a racist nature.
  - 4) The encouragement of others to behave in a racist manner.
  - 5) The ridiculing of an individual for cultural differences.
  - 6) The telling of racist jokes or stories.
  - 7) The exclusion of others because of their culture, ethnicity or race.

All incidents of a racial nature will be recorded and reported

## **7. Equal Opportunities - Ability:**

7.1 It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

## **8. Equal Opportunities - Class:**

8.1 It is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

## **9. Equal Opportunities - Physical Disability:**

9.1 It is our school policy that:

- Children should not be treated in any way differently from others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

## **10. Monitoring of the policy:**

10.1 We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

**Appendix 1:****Protected Characteristic - Personal Development****PROMOTING THE NINE PROTECTED CHARACTERISTICS**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

**Under the Equality Act you are protected from discrimination:**

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local tennis club)
- When you have contact with public bodies like your local council or government departments.

**The 9 Protected Characteristics are actively promoted in school through:**

- Our school ethos statements, SDP, and SEF
- Our school core values
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Collective Worship
- British Values
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- Personal, Social, Health and Economic education (PSHE) sessions
- Religious Education (RE) lessons, RSE lessons and Protected Characteristic talks as they arise
- Sporting, Art and Cultural Events
- Pupil Voice
- Educational visits
- Real-life learning outside the classroom
- Guest speakers
- Developing links with local, national and international communities
- Extra-curricular activities, after-school clubs, charity work and work within the local community e.g. School Council, fundraising committee

By embedding Protected Characteristics into the whole ethos, we promote:

- Self-esteem, self-knowledge and self-confidence
- Respect for democracy and support for participation in the democratic process
- Children's acceptance of responsibility for their own behaviour
- Respect for their own and other cultures
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
- An understanding of Equality, Human Rights and Protected Characteristics
- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination