



## **Houghton Conquest Lower School**

### **Equality and Diversity Policy**

#### **Intent**

At Houghton Conquest Lower School we value the individuality of our children and are committed to providing a school environment and ethos that is inclusive and promotes educational progress and achievement for all pupils irrespective of origin, religion, culture, gender, sexual orientation, age, ability or disability whether physical or mental. This policy applies to all staff, parents and carers.

#### **Legal framework**

This policy is written in accordance with the Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

*Discrimination because of age and marriage and civil partnership don't apply to school pupils, although they do apply to employees. Age applies to students in sixth form colleges and further education institutions.*

#### **Aims**

- To ensure the provision of equal opportunity for all
- To ensure the eradication of discrimination against anyone on the grounds of ethnicity religion, attainment, age, disability, gender or background
- To give all members of the school community access to the knowledge, skills and achievements needed for full participation in society
- To promote respect for democracy and support for the democratic process
- To teach respect for and tolerance of different faiths and religions and other beliefs
- To promote the principle of fairness and justice for all
- To encourage every learner to develop skills of non-violent conflict resolution
- To guarantee that everyone will contribute to reducing and removing violence and harassment from schools
- To foster attitudes of open-mindedness, empathy and understanding
- To challenge personal prejudice and stereotypical views whenever they occur
- To respect the identities of pupils, students and staff, and their experiences and concerns

- To create a school and wider community to which all its members can feel they belong
- To encourage all pupils, parents, carers, employees and the wider community to contribute to the achievement of harmonious relationships
- To participate in active monitoring and evaluation of policies and practices
- To ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone
- To prepare and publish our equality objectives at least bi-annually and the Governing Body will review and evaluate these annually.

## **Guidelines**

### **Race, cultural and religious background**

The school promotes racial equality, good race relations and eliminates unlawful racial discrimination, xenophobia and discrimination on grounds of religion. Racism or racist behaviour is not tolerated in any form. It ensures that children/parents/staff from different ethnic groups, cultures, religions and backgrounds are provided with equality of opportunity and are not discriminated against either openly or covertly.

It provides a curriculum which reflects the value and respect for ethnic minority groups and includes a multi-cultural and anti-racist education for all learners, irrespective of the presence or absence of learners who are from ethnic minorities.

### **Gender and Sexual Orientation**

The school ensures that no member of its community is discriminated against because of his or her gender or sexual orientation. It recognises equality between the sexes when giving/delegating responsibility and noting the achievements of both staff and children.

At the school any differences involving gender or sexual orientation which arise inside or outside the classroom are dealt with sensitively and are discussed with the children and their parents.

The school recognises that gender is one of the key factors effecting educational performance and seeks to put in place positive actions to close any gaps in attainment between genders, whilst ensuring that these actions do not adversely affect the progress of the other gender.

### **Disability**

The school recognise that anyone with a physical or mental impairment which has a substantial and long term adverse effect upon his or her ability to carry out normal day-to-day activities is stated to be disabled; this includes dyslexia, epilepsy, dyspraxia, diabetes, ADHD, sensory impairment and cancer.

All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all parts of the building and the school grounds. Teachers modify resources and

teaching as appropriate for children with disabilities so they have full access to learning and are able to achieve their full potential.

### **Age**

The school makes every effort to ensure that children of different ages are provided with appropriate activities and that children are not excluded from activities solely on the grounds of their age. It ensures that all staff are given equal opportunities within the school regardless of age.

### **Ability**

The school aims for all children to achieve their full potential. Teachers work to ensure that expectations, attitudes and practices do not prevent any child from reaching their potential whatever their ability; they make every effort to ensure that all children receive equality in teaching time and support.

### **The Curriculum**

The school curriculum ensures that diversity and race are celebrated and valued. Through the curriculum we raise awareness of prejudice, diversity, disability and cultures. We encourage all children to develop their sense of self-worth by emphasising their achievements and enhancing their self-image.

### **Roles and Responsibilities**

#### **The class teacher will...**

- Ensure that all pupils are treated fairly and with respect and not knowingly discriminate against any child
- Provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls
- Ensure that the language they use does not reinforce stereotypes or prejudice
- Implement this policy when designing schemes of work in their choice of topics to study, and in how they approach sensitive issues
- Challenge any incidents of prejudice or racism, record any incidents in the school behaviour log and draw them to the immediate attention of the headteacher.

#### **The headteacher will...**

- Ensure that the school's policy on Equality and Diversity is implemented effectively
- Ensure that all staff are aware of the school policy on Equality and Diversity and that teachers apply these guidelines fairly in all situations
- Ensure that when appointing staff due consideration is given to this policy, so that no one is discriminated against
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff
- Promote respect for other people in all aspects of school life
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

### **The governors will...**

- Do all it can to ensure that all members of the school community are treated both fairly and equally
- Collect, analyse and evaluate a range of school data to ensure that all pupils are making the best possible progress and that no group of pupils is underachieving by monitoring
  - admissions;
  - attainment;
  - exclusions;
  - rewards and sanctions;
  - parents, pupils' and stakeholders questionnaires.
- Seek to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school.
- Welcome all applications to join the school, whatever background or minority group a child may come from
- Take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- Ensure that no child is discriminated against whilst in our school on account of their gender, religion or race. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

### **Monitoring and Review**

The governors will assess and monitor the impact of this policy by:

- Monitoring the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against
- Requiring the headteacher to report to governors annually on the effectiveness of this policy
- Taking into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity
- Monitoring the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.