

# Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



## Equality, Equity, Diversity and Inclusion Policy

**Policy in place:** Nov 2013

**Policy updated:** March 2024

**Review date:** March 2025

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all children from across the ability range and aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced,

differentiated, relevant and exciting. We will monitor the progress of all children in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another, based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other, developing positive working relationships.

We want children to feel valued in school. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school and feel valued by everyone in the school community.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We aim to be judged at least Good in all school inspections by ensuring that standards for all children are higher than schools of a similar size and compare favorably to national trends.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## **Aims**

- To put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally, irrespective of their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.
- To achieve the highest standards of teaching and learning for all children irrespective of their age, gender reassignment, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Board**

The Governing Board has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;

- ensured that designated link governor roles include oversight of this policy and that the Chair of Governors ensures appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; visiting the school regularly to liaise with the Headteacher and to report back to the Governing Board;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010

### **Role of the Headteacher (HT) and Senior Leadership Team (SLT)**

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, children and parents are aware of and comply with this policy;
- work closely with link governors;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record, report and deal with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all children from across the ability range;
- provide every opportunity for children to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all children in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of children within the school;
- regularly report to the Governing Board on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure accessibility, for all stakeholders, is carefully monitored and reviewed annually, including access to the environment and support for parents to access information, advice and guidance if required
- provide guidance, support and training to all staff;
- listen and respond to the views and opinions of the School Council
- monitor the effectiveness of this policy by:
  - scrutinising children's work
  - observing children throughout the school day
  - classroom monitoring of children progress
  - analysis of questionnaires and surveys with children, parents/carers and school personnel
  - analysis of data
- annually report to the Governing Board on the success and development of this policy

### **Role of the Link Governors**

The Link Governors will:

- work closely with the Headteacher to ensure oversight of this policy within their link roles;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- consider equality when attending training related to their roles;
- report to the Governing Board on their link work and any equality considerations every term;
- annually report to the Governing Board on the success and development of this policy within their link roles and main role as Governors

## **Role of School Personnel**

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the HT/SLT;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- insist on good conduct;
- be alert to signs of racial harassment and bullying;
- have high expectations of all children;
- carefully monitor all groups of children to ensure that they make progress and achieve their targets;
- use observation, screening checks and assessments for early identification of SEN needs
- follow the SEND policy in order to support children identified with SEND effectively
- carefully monitor the self-esteem of children
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all children;
- encourage children to explore different ways of learning and provide opportunities for children to access the curriculum using their preferred style
- provide challenge for all children;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all children;
- ensure risk assessments are carried where appropriate to provide full and safe participation in activities and trips for all children;
- provide specialised resources for children with disabilities;
- ensure that the medical needs of children with Care Plans are met;
- create a positive classroom ethos that is welcoming to all
- ensure children feel valued and have individual targets;
- be open to the views of children;
- encourage children to share their experiences of different cultures and different religions;
- provide positive classroom displays of work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community;
- make any reasonable adjustments to ensure that all parents and carers have equal access to services and information

## **Role of Children**

Children will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;

- treat others, their work and equipment with respect;
- support the school Behaviour guidance to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the School Council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Board;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all children;
- reviewing the effectiveness of this policy with the Governing Board

### **Promoting inclusion**

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our Governing Board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

### **Recruitment Process**

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

### **Concerns**

The Complaints Policy will be used to deal with any concern/complaint, including discriminatory complaints from any member of the school personnel. Any case of harassment will be dealt with by the school's disciplinary procedure.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- follow advice and guidance provided by school staff in order to provide effective support at home for their child;
- make school aware of any barriers they face to accessing the environment or information so that adjustments can be made;
- be encouraged to take an active role in the life of the school by attending:
  - parent/carer open evenings
  - parent/carer drop-in sessions
  - parent-teacher consultation sessions
  - school concerts and celebrations
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school

## **Raising Awareness of the Policy**

We will raise awareness of this policy via

- the school website
- staff meetings/briefings/training
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school stakeholders
- communications between home and school
- reports to stakeholders

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Ethos and vision
  - Equal opportunities
  - Inclusion
  - SEND
  - Anti-bullying
  - Assessment
  - Curriculum
  - Behaviour & Discipline
  - Sex and Relationships
  - Teaching and Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any child and it helps to promote equality at this school.

### The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding children who have any of the protected characteristics outlined in this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and children will not be pressured into providing information related to any characteristic which they may identify with.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SLT/Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Board for further discussion and endorsement.

### Linked Policies

▪ Anti-bullying	▪ Assessment	▪ Accessibility
▪ Behaviour	▪ RSHE	▪ Learning Environment and Display
▪ Curriculum	▪ SEND	▪ Complaints

<b>Headteacher:</b>	Miss V Lewis	<b>Date:</b>	March 2024
<b>Chair of Governing Board:</b>	Mr A Hall	<b>Date:</b>	March 2024

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Equality, Equity, Diversity and Inclusion Policy	Detailed on page 1 pf the policy		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender reassignment			Sex			Pregnancy or maternity			Race			Religion or belief			Sexual orientation				
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.				
<b>Preliminary EIA completed by</b>		<b>Date</b>	<b>Preliminary EIA approved by</b>		<b>Date</b>
G.Fairhall / V.Lewis		March 2024	A.Hall		March 2024