



Handale Primary School
Equality, Diversity and Community Cohesion
Policy 2020 -2022



Introduction

Handale Primary is a welcoming and caring school. We respect and value each and every member of our school family. Together, we seek to work, learn and play together to achieve our full potential. To achieve this we aim to have a commitment to social inclusion, equality of opportunity and community cohesion for all. We aim to provide an environment which is free from prejudice, bullying and harassment. As a result we aim to develop caring, tolerant and understanding pupils.

Purpose of the Policy

The overall objective of Handale Primary School's Equality, Diversity and Community Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

Our understanding of equality of opportunity:

Equality of opportunity exists when:

- it is understood that everyone is unique and everyone has different needs
- equality of access exists for all
- choices for individuals are maximised
- everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone
- stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- individual and community needs are responded to for the benefit of everyone
- adequate resources exist to meet everyone's needs.

Our understanding of community cohesion:

Community cohesion exists when

- we make a difference to the lives of the people we serve
- all people within our community are treated with dignity and respect
- each individual's value is recognised
- our employment practices are fair, promote equality and value diversity
- we value the wide variety of lifestyles and cultures which exist locally and nationally

- we prepare children and young people for life in a diverse society with ever-increasing global connections, and help them to deal in an informed manner with sometimes controversial issues.

Aims and objectives:

As a result of this policy we will:

- aim to ensure that all members of the school community feel happy, safe and secure
- aim to ensure that equality of access exists for everyone
- promote equality of opportunity regardless of the nine protected characteristics of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage, and pregnancy and maternity plus socio-economic background
- provide opportunity to develop the self-esteem and self-respect of all members of the school community
- ensure that educational provision is relevant to our increasingly diverse society
- ensure that the curriculum actively promotes equality of opportunity
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- actively engage the support and commitment of the whole school community in achieving the above aims.
- actively seek ways of engaging with our community and participating in local celebration events
- continue to work towards achieving UNICEF's Rights Respecting Schools Award (RRSA)

Relevant legislation and best practice advice:

We are aware of our responsibilities in relation to:

- 2010 Equality Act.
- 2006 and 2007 Employment Equality (Age) Regulations and Amendments
- 2006 Equality Act
- 2006 Sexual Orientation Regulations
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2001 Special Educational Needs and Disability Act
- 2000 Race Relations (Amendment) Act
- 1999 Macpherson Report into the Stephen Lawrence Murder Inquiry
- 1998 Human Rights Act
- 1995 Disability Discrimination Act
- 1988 Education Reform Act
- 1976 Race Relations Act
- 1975 Sex Discrimination Act
- 1970 Equal Pay Act

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- receive additional support to meet their needs
- have complete access to all the facilities and resources available within the school
- receive additional support to ensure that they fulfil their potential
- be integrated with, and educated alongside, other pupils
- have access to the same broad, balanced and relevant curriculum as other pupils

- be involved in the decisions being made about their care and education.
- be given the same expectations to meet their targets and personal milestones

As a school, we:

- are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- are committed to early intervention, target-setting and regular monitoring of pupils with disabilities / learning difficulties/special needs
- will give additional support and encouragement to gifted and talented pupils to ensure they fulfil their potential
- will work in partnership with parents and carers to ensure that pupils with disabilities / learning difficulties/special needs benefit fully from their time spent in school
- will ensure that staff take part regularly in training about disability/learning difficulties/special needs will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential.

Guidelines, Gender:

No matter their gender, all pupils will:

- have access to the same broad, balanced and relevant curriculum
- be expected to do as well as they possibly can
- be expected to behave as well as they possibly can
- be expected to work together in a constructive and positive manner
- be discouraged from using sexist language, and commended when they challenge such language.

As a school, we will:

- ensure that neither gender dominates any area of the school, the curriculum or the extra-curricular activities to the detriment of the other
- ensure that all resources portray both genders in a positive and non-stereotypical way
- continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance.

Guidelines, Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home

- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the school community
- All racist incidents will be dealt with in an effective and consistent manner
- When posts in school become vacant, we will encourage applications from all groups within our increasingly diverse society.

Guidelines, Religion and Belief:

- The National Curriculum in general, and RE in particular, will be used to value and celebrate diversity based on religion and belief
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- Pupils will be discouraged from using offensive language based on religion or belief, and commended when they challenge such language
- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engaged in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in school life
- As far as is possible, our staff team will reflect the variety of religions and beliefs that exist locally and regionally.

Guidelines, Age and Sexuality:

- All pupils will be expected to do as well as they possibly can
- All pupils will be expected to behave as well as they possibly can
- All pupils will be encouraged to make equal use of all the resources and facilities in the school
- Resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age or sexuality
- Pupils will be discouraged from using offensive language about age and sexuality, and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential.

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the five protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected

- Where appropriate, opportunities will be provided for pupils to learn about, and to discuss, matters to do with gender reassignment, civil partnership and marriage, and pregnancy and maternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity
- All people will be welcomed and valued no matter their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking, or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity.

Guidelines, Socio-Economic Background:

The school already engages in various practices designed to ensure that children from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by children from more secure financial backgrounds, and such practices will be persisted with in the interests of equality, diversity and community cohesion. More specifically:

- The school will raise the aspirations of all children, including those from the most disadvantaged financial circumstances.
- The school will do all it possibly can to help children from disadvantaged financial circumstances fulfil their potential.
- When appropriate, the school will subsidise trips, residential visits, visits to museums and/or concerts and/or pantomimes, etc. to ensure that children from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every child's entitlement to the same broad and balanced curriculum.

GDPR

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

Monitoring and Evaluation:

Staff and Governors will monitor the Equality and Diversity Policy once a year. Three years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice guidance.

Date the policy was adopted:

13th July 2016. Reviewed January 2018.

Reviewed May 2020

Date the policy will be evaluated:

May 2022

Person/s responsible for Equality and Diversity:

All members of staff and governors were invited to the development of this policy on 13th July 2016

The people with overall responsibility for Equality and Diversity at Handale Primary School are:

Mr Daren Fowler, Chair of Governors

Mrs Helen Blakeley, Headteacher

All members of the school community are responsible for the day to day delivery of the equality, diversity and community cohesion policy.