



Redesdale Primary School

Equality & Diversity Policy

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REDESDALE PRIMARY SCHOOL

Equality and Diversity Policy

RATIONALE

The Governors and Staff at Redesdale Primary School are committed to providing all children with a curriculum which provides equality of opportunity and freedom from discrimination.

We will treat everyone at Redesdale Primary School fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy.

Redesdale Primary School is committed to:

- tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation
- advancing equality of opportunity
- creating good relations between different groups

DEFINING EQUALITY AND DIVERSITY

Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents, carers and school governors.

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. We are able to meet our school's aims and objectives more efficiently by promoting a diversity friendly school culture.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, carers and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity-friendly culture helps to create a more productive school community.

LEGISLATION

Legal Framework

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to be aware of.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The Equality Act 2010

Relating to the Equality Act, there are nine 'protected characteristics' these are: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

We ensure that we have due regard to:-

- eliminate unlawful discrimination and harassment.
- advance equality of opportunity.
- foster good relations between different groups.

At Redesdale Primary School we seek to ensure compliance with relevant legislation, however we also believe that it is our responsibility to promote equality and diversity wider than the nine characteristics covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

AIMS AND OBJECTIVES

It is believed that when individuals are treated fairly; motivation increases, teaching and learning performance improves and a healthy and positive working environment can be maintained.

Everyone within the school should have a duty to:-

- Comply with and promote the Equality & Diversity Policy.
- Be aware of our behaviour and its impact on others.
- Report suspected discriminatory actions.
- Report suspicions of harassment taking place.
- Maximise the development of each child and young person and ensure access to all aspects of the curriculum.
- Operate equal opportunities in relation to the recruitment, selection and promotion of staff.

- Enable staff to have equal access to personal and professional development courses.
- Ensure that individuals who have made a complaint or have been involved in a complaint of harassment or discrimination are not victimised against.
- Seek guidance on matters of equality and best practice when they are unsure of the appropriate course of action.

The school should ensure this is done by:

- Not discriminating against any individual member of staff or children on the grounds of their age, disability, gender reassignment, race, religion & belief, sex (gender), sexual orientation, pregnancy & maternity, or marriage & civil partnership.
- Ensuring that all children have equal access to the full range of educational opportunities provided by the school and that the taught curriculum reinforces the principle of equality.
- Removing any forms of indirect discrimination which may form barriers to learning.
- Ensuring that all recruitment, selection, promotion, training and development systems are fair and accessible to all.
- Challenging stereotyping and prejudice whenever it occurs.
- Celebrating the cultural diversity of our community and showing respect for all minority groups.
- Respecting individual differences.
- Recognising and valuing the contribution of all staff and children.
- Providing positive educational experiences and support for all children in an attempt to promote positive social attitudes.
- Acknowledging that every member of our school community is entitled to a learning environment that promotes dignity and respect for all.
- Not accept any forms of intimidation, bullying, harassment or victimisation.
- Providing positive action measures where appropriate and permissible by legislation.
- Providing appropriate in-service training for all staff to ensure they are aware of their role and responsibility in relation to the equalities agenda.

SPECIFIC ROLES IN RELATION TO THE PROMOTION OF EQUALITY & DIVERSITY

The Role of the Governing Body

The Governing Body should have responsibility for:

- Adopting the Equality & Diversity Policy.
- Setting out its commitment to equal opportunities in the Equality & Diversity Policy and continuing to do all it can to ensure that all members of the school community are treated fairly and with equality.

- Ensuring that no one is discriminated against when applying for jobs at its school on account of their age, disability, gender reassignment, race, religion & belief, sex (gender), sexual orientation, pregnancy & maternity, or marriage & civil partnership.
- Taking all reasonable steps to ensure that the school environment gives access to disabled people.
- Reviewing the arrangements for disabled children on an annual basis (see Accessibility Plan & SEND Information Report).
- Welcoming all applications to join the school, whatever background or disability a child may have, and make every effort to make reasonable adjustments to the premises, facilities, school services and curriculum in order to enable disabled children and staff to have access to the school's services and curriculum.
- Ensuring that no child is discriminated against whilst in its school, on account of their age, disability, gender reassignment, race, religion & belief, sex (gender) or sexual orientation. For example, all children should have access to the full range of the curriculum and regulations regarding school uniform will be applied reasonably and equally to boys and girls. When the school uniform affects a child's religion, then we will deal with each case sensitively and with respect for the child's cultural traditions.
- Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.
- Being involved in dealing with serious breaches of the Equality & Diversity Policy, with awareness of the possible implications as a result.

The Role of the Headteacher

The Headteacher should have responsibility for:

- Implementing the school's Equality & Diversity Policy within school.
- Providing appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
- Ensuring that all staff are aware of this policy and that the guidelines are applied fairly in all situations.
- Ensure that all staff receive a copy of this policy as part of their induction procedure.
- Ensuring that all staff appointment panels give due regard to this policy in order that no-one is discriminated against when it comes to employment, pay, performance management, promotion and training matters.
- Promoting the principles of Equal Opportunity and Diversity when developing the curriculum as well as promoting respect for other people in all aspects of the school's work, for example through assemblies, displays and the PSHE and Religious Education Curriculum.
- Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.
- Encouraging staff to intervene in a positive way against any occurrence of discrimination.

- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness.
- Making the Governing Body aware of any serious incidents involving equality or diversity implications.

The Role of Staff

All individuals should have responsibility for:

- Adhering to the School's Equality & Diversity Policy.
- Ensuring that all staff, adults and children are treated fairly, equally and with dignity and respect.
- Not discriminating against any member of staff, adult or child.
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images of ethnic minorities and that challenge stereotypical images of all minority groups.
- Taking care when designing long term planning, paying due regard to the use of this guidance to direct the choice of topic to study, and in how to approach sensitive issues.
- Challenging any incidents of prejudice or discrimination and reporting to the Headteacher.

RECRUITMENT, RETENTION & PROGRESSION

At Redesdale Primary School we are committed to recruiting, retaining and progressing a diverse workforce by:

- Attracting applicants from all sections of the community.
- Advertising in a variety of publications, working with Job Centre Plus and other agencies to attract under-represented groups.
- Producing job descriptions and person specifications which are clearly related to duties.
- Using and accepting different formats such as large print, voice recording, digital format or email for the recruitment process, where available and appropriate.
- Making adjustments within the recruitment/assessment process where reasonable to accommodate specific needs and/or disabilities.
- Using appropriately trained staff to conduct interviews.
- Valuing life skills as part of the recruitment process. Competence gained through these experiences will be balanced against those gained through the normal route.
- Supporting all staff to achieve their potential through the Staff Appraisal process.
- Pursuing reasonable adjustments to enable staff who are disabled or have a medical condition to enable them to remain in employment.

- Ensuring equal pay for equal value through job evaluation.
- Training and informing staff of issues and expected behaviours.
- Dealing effectively with incidents of discrimination or harassment.

At Redesdale Primary School we understand that a workforce that broadly reflects the community it serves has a greater understanding and ability to respond to children's and parent's needs.

MONITORING AND REVIEW

Redesdale Primary School recognise that equality and diversity action and progress needs to be monitored and analysed. In order to do this we will:

- Assess the impact of its policies, practices and procedures and where necessary set new targets.
- Review the schools Equality and Diversity Policy in line with current legislation and any other improvements identified.
- Monitor the recruitment and selection process, to ensure that no individual applying for a post at the school is discriminated against.
- Monitor the school Positive Relationships Policy & Procedure, to ensure that children from minority groups are not disadvantaged as a result of the application of these procedures.
- Monitor the use of services to ensure that each and every section of the wider community has equal and fair access to services provided.
- Monitor the non-use of school services and take action if barriers to access school services exist. This will be through the use of pupil data, parent, staff and governor questionnaires and other similar systems.
- Undertake workforce profiling, including the monitoring of school workforce and pupil demographics.
- Recognise that the needs of all children, their parents and staff working within the school are the key to successful policy, procedure and practice. At all times the school should seek to ensure true representation of the community by ensuring information is available in alternative formats and languages and that meetings are held in accessible buildings and at suitable times.

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Links to other policies:-

Accessibility Plan
 Anti-Bullying Policy
 Cyberbullying Policy
 Positive Relationships Policy & Procedure
 Safeguarding & Child Protection Policy
 Relationships, Sex & Health Education Policy