

JOHN EMMERSON BATTY PRIMARY SCHOOL



Equality and Diversity Policy And Objectives

Revised: January 2022

Equality and Diversity Policy

1.0 Introduction

John Emmerson Batty Primary School is a welcoming and caring school. Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment which is free from bullying, harassment and prejudice to enable everyone to reach their full potential. We are committed to providing social inclusion and equality of opportunity for all.

2.0 Our understanding of equality of opportunity

Equal opportunities is, above all, about equality of access. We consequently aim to create a school community characterised by fairness and justice. Equal Opportunities is also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups can develop in the ways they choose.

Most commonly, equal opportunities has something to do with everyone having the same chance to develop themselves to reach their full potential. Factors such as age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, socio-economic background and sexual orientation should not dictate an individual's opportunities.

Equal opportunities is about maximising the potential of all the members of our school community irrespective of their socio-economic background. Equality of opportunity allows us to make life choices and to develop talents thereby ensuring no one is disadvantaged or discriminated against. Equal opportunities is entrenched in everything we do and should be addressed and embraced by everyone.

3.0 Aims and Objectives

As a result of this policy we will:

- ensure that all members of the school community feel safe, secure and happy
- ensure that equality of access to all aspects of school life exists for everyone
- actively develop the self-esteem and the self-respect of all members of the school community
- ensure that educational provision is relevant and accessible to our increasingly diverse society
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, socio-economic background and sexual orientation
- actively engage the support and the commitment of the whole school community in achieving the above aims.

4.0 Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

5.0 Roles and responsibilities

The Local School Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

6.0 Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

7.0 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

8.0 Disability

Pupils with disabilities/learning difficulties/special needs will:

- have the opportunity to access all the facilities and the resources available within the school
- have a fully integrated education alongside other pupils
- be given, if necessary, additional support to ensure that they fulfil their potential
- be provided with an education appropriate to their age, aptitude and ability
- have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:

- detailed records are kept of the academic progress being made by pupils with disabilities/ special needs/ learning difficulties
- staff work in partnership with parents and carers to ensure that pupils with disabilities/special needs/learning difficulties benefit fully from their time spent in school
- resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties is routine practice
- appropriate use is made of local authority support services and other external providers of support to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential
- the early identification of pupils with emotional and behavioural difficulties takes place. Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

9.0 Gender

- Registers will not separate boys from girls because pupils will be listed alphabetically
- All pupils will have equal access to all curricular opportunities and activities
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls does not continue to increase
- All pupils will be expected to work together in a constructive and positive manner
- Staff will ensure that boys do not dominate such things as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes
- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotype ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Pupils will be discouraged from using sexist language and commended when they challenge such language

10.0 Race

- When appropriate, the curriculum will celebrate cultural diversity and promote racial harmony
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special
- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner

- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality

11.0 Age, Belief, Religion and Sexuality

- All pupils will be expected to work together in a constructive and positive manner
- Pupils will be discouraged from using ageist and homophobic language, and language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality
- Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner
- As a school, we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

12.0 Socio-economic background

- Pupils will be provided with 'real life' opportunities and a curriculum enriched by visits and visitors
- Children's academic achievement will be tracked according to socio-economic background and appropriate interventions will be provided to ensure the gap closes between pupils of differing socio-economic backgrounds
- Lessons will be used to promote aspirations
- People will be welcomed and valued regardless of their socio-economic background
- Visitors to school will promote choices, freedoms and aspirations for all, regardless of socio-economic backgrounds

13.0 All pupils irrespective of their characteristics

- will have access to the same broad, balanced and relevant curriculum
- will have access to all the facilities and the resources available within the school
- will be involved in decisions made about their care and education
- will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

14.0 Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

15.0 Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

16.0 Our Equality Objectives are:

1. Aim to ensure that all pupils achieve their full potential
2. Identify barriers to learning and close any gaps in achievement
3. To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities.

We shall achieve these objectives by:

1. Maintaining the highest possible expectations of all pupils. We will communicate our ambition by ensuring teaching is consistently of the highest quality, using assessment to inform planning, and rigorously monitoring progress and standards.
2. Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs, thus ensuring good progress is sustained and achievement gaps can be closed.
3. Identifying every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect we promote for diversity.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Educational Visits
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy

Signed on behalf of the Local School Board:

A handwritten signature in black ink, appearing to read 'M. Kitchen', written in a cursive style.

Martin Kitchen
Head Teacher.

Date: 9th February 202