

Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,
Trust, Friendship and Hope.*

Equalities and Diversity Policy



Date of Policy:	November 2019
Date of Review:	November 2023
Adopted by Governing Body:	December 2019
Signed by Chair of Governors:	Katherine Wright

Equalities and Diversity Policy Spalding Parish Church of England Day School

Statement of Intent

We are a community dedicated to learning. We support children to develop the skills for life. As learners we will make mistakes and learn from them; always making new mistakes. We will not fault find and blame others. We will listen and ask questions, discussing things openly. We will keep ourselves informed. We will have fun and laugh together. We will spend time becoming emotionally and inter-personally competent.

1) Introduction

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. The Race Relations Amendment Act 2000 imposes a general duty on schools and the school's Governors are legally responsible for ensuring that the school fulfils its duties to:

-  Promote equality of opportunity;
-  Promote good relations between people of different racial groups;
-  Eliminate unlawful racial discrimination between people of different racial groups.

At Spalding Parish Church of England Day School we ensure:

-  All pupils have the opportunity to achieve their potential;
-  Racism is challenged and diversity is celebrated;
-  The school utilises experiences of all members of the community;
-  Parental involvement is encouraged across all racial groups;
-  Membership of the governing body reflects the local population and encourages governors from all cultural and ethnic backgrounds;
-  Incidents of racism or racial harassment are dealt with firmly and sensitively;
-  The school encourages liaison with minority black and ethnic groups.

'There is neither Jew nor Greek, there is neither slave nor free man, there is neither male or female; for you are all one in Christ Jesus.' Galatians 3:28

2) Aims and Objectives

Spalding Parish Church of England Day School is a welcoming school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all

pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Spalding Parish Church of England Day School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- 🏰 Provide a secure environment in which all our children can flourish and achieve;
- 🏰 Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- 🏰 Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- 🏰 Include and value the contribution of all families to our understanding of equality and diversity;
- 🏰 Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- 🏰 Plan systematically to improve our understanding and promotion of diversity;
- 🏰 Actively challenge discrimination and disadvantage;
- 🏰 Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- 🏰 Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- 🏰 Publish and share our policies with the whole school community;
- 🏰 Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- 🏰 Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- 🏰 Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- 🏰 Have high expectations of behaviour which demonstrates respect to others.

In fulfilling the legal obligations cited below, we are guided by nine principles:

- 🏰 Principle 1: All children are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled

- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

 Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

 Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

 Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to parenthood and adoption

 Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

 Principle 6: We consult and involve widely

We consult and engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

 Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups.

 Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

 Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to: 1. disability 2. ethnicity, religion and culture 3. gender.

3) Racism and Racial Discrimination Definitions:

The school takes seriously its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. The Stephen Lawrence definition of a racist incident is used by the school to cover all forms of prejudice. The standard definition now adopted by most public bodies is:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

- Racist behaviour- conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin.
- Racist incidents – any incidents which are perceived to be racist by the victim or any other person.

4) Procedures for handling incidents of racial harassment

The following procedures are to comply with the statutory code of practice for the elimination of racial discrimination and the promotion of racial equality in employment.

- Incidents of racial harassment will be dealt with in accordance with the Behaviour Policy, straight to the level the Head teacher, or Assistant Headteachers in her absence are informed. Parents/carers may also need to be contacted.
- Incidents involving staff, parents/carers, Governors, visitors, either as victims or perpetrators will be reported to the Head Teacher and the Chair of Governors.
- All incidents are written in the ‘Log of Racist Incidents’. Entries are analysed and reported to the Governing Body in the Head teacher report.
- A ‘Racist Incident Form’ should be completed.

5) Attendance, admissions and transfer

Our admissions criteria are published in our school prospectus. They are in line with LA guidance and are designed to ensure that there is no discrimination with regard to admission of pupils.

Attendance is monitored to ensure that all pupils are attending school where possible. We work with all schools and settings to ensure smooth transfer between schools.

6) Pastoral care and personal development

We have very good relationships within school, between staff and pupils and between pupils. We monitor all our pupils to ensure that they are growing, developing and making progress.

Our PSHE and citizenship work, including SEAL, explicitly and implicitly promote equality. Our daily Collective Worship provides opportunities for the promotion of equality.

7) Our Staff

Our staff are collectively and individually committed to the school's aims and values. This means that all our staff are committed to the promotion of equality. Our recruitment and selection procedures adhere to equal opportunities legislation and guidance. No candidate is discriminated against on any grounds. We aim to professionally develop all our staff. We are committed to continuing professional and career development for all.

8) Our Parents/Carers

Our aim is to establish partnership with parents/carers. We seek to involve our parents in their child's education. We seek to ensure that no parent feels excluded from school for whatever reason. Parent's Evenings, curriculum events and questionnaires are used to enable parents/carers to express their views. We operate an 'open door' policy with regard to our parents/carers in school.

9) Roles and Responsibilities

Board of Governors

It is the Board of Governors responsibility to:

- 🏰 Ensure that the school complies with equality legislation;
- 🏰 Meet requirements to publish equality schemes;
- 🏰 Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- 🏰 Scrutinise the recording and reporting procedures at least annually;
- 🏰 Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- 🏰 Monitor attendance and take appropriate action where necessary;
- 🏰 Have equal opportunities in staff recruitment and professional development and membership of the Board of Governors;
- 🏰 Provide information in appropriate, accessible formats;
- 🏰 Be involved in dealing with serious breaches of the policy;
- 🏰 Be pro-active in recruiting high-quality applicants from under-represented groups.

The Head Teacher

It is the Head Teacher's responsibility to:

- 🏰 Implement the policy and its strategies and procedures;
- 🏰 Ensure that all staff receive appropriate and relevant continuous professional development;
- 🏰 Actively challenge and take appropriate action in any cases of discriminatory practice;

- 🏰 Deal with any reported incidents of harassment or bullying in line with LA guidance;
- 🏰 Ensure that all visitors and contractors are aware of, and comply with, the school's Equality and Diversity Policy;
- 🏰 Produce a report on progress for Governors annually.

All Staff

It is the responsibility of all staff to:

- 🏰 Be vigilant in all areas of the school for any type of harassment and bullying;
- 🏰 Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- 🏰 Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- 🏰 Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- 🏰 Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- 🏰 Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Board of Governors and LA as required.

10) Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. The data collected is used to inform further school planning, target-setting and decision-making.

11) Policy Review

This policy will be reviewed in **four** years.