

Equality and Diversity Policy and Objectives



We all belong here.

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| Approved by: | Full Governors December 2024 |
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1. Context

At Great Milton C of E Primary School our vision starts from 1 Corinthians:

'Let all that you do be done in love' (1 Corinthians 14:16)

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.



We all belong here.

2. Aims

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy, maternity.

The Act requires all schools to comply with the Public Sector Equality Act and has two specific duties:

General Duty

This requires all public organisations including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relationships with different groups.

Specific Duties

This requires :-



- All public organisations including schools to publish information to show compliance with the Equality Duty.
- This requires all public organisations including schools to publish equality objectives to show compliance with the Equality Duty.

When developing the policy we took account of the DFE guidance on the Equality Act 2010 and the Ofsted Inspection framework 2012 which places a lot of emphasis on improving the learning and progress of different groups and on closing gaps in standards.

[Links to other policies and documentation](#)

Although this policy is the key document for information about our approach to equities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities, under the Equality Act, are included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references made to ensuring equality in all school policies including behaviour, admissions, SEND and anti-bullying policies as well as in minutes involving governors, the whole staff and the leadership team.



3. 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) Regulation 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

5. Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to help them to do this.

Governing Board

The governing body is responsible for ensuring that the school complies with legislation and that the policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Headteacher and the Leadership Team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in the classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver a curriculum and lessons that reflect the school's principles, for example in providing materials that give positive images in terms of race, gender, sexual orientation, religion. Gender identity and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult.
- Keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction process. Staff will be reminded of the Equalities Policy at the start of each academic year.



Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

6. Equal opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities, principles and the monitoring and active promotion of equality in all aspects of staffing and employment:

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure that wherever possible that the staffing of the school reflects the diversity of the school community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality access across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observances and practice.
- We ensure that all staff, including support staff and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

7. Eliminating Discrimination



To eliminate discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils –designed to enhance access and participation to the level of non-disabled children being placed at a disadvantage compared to their non-disabled peers.
- The headteacher ensures that all appointment panels give due regard to the policy so that no one is discriminated against when it comes to employment, promotion or training.
- We ensure that those who are affected by a policy or activity are consulted in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure or whenever we make decisions about the day to day life of the school.
- We actively promote equality through the curriculum and by creating an environment which champions respect for all.
- School admissions are handled by Oxfordshire County Council who are fully compliant with the 2010 Equality Act.

Behaviour, Exclusions and Attendance

The school Behaviour Policy takes full account of the Equality Act. We make reasonable and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly address any concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion or belief, travellers, migrants, refugees and asylum seekers.
- Prejudices around gender, sexual orientation, including homophobic, biphobia and transphobic attitudes.

We keep a record of different prejudice related incidents and provide a report to governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review the data termly and take action to reduce incidents.



8. Advancing Equality of Opportunity

What are we doing to advance equality of opportunity between different groups?

- We know the needs of the school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers to identify a child who has a disability through our pupil admission meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support whole school improvement. These groups include:
 - White British FSM and non-FSM
 - Irish Traveller Heritage
 - Bangladeshi
 - Black African
 - Black Caribbean
 - EAL
 - All SEN
 - Looked after children
 - Young Carers
 - We take action to close gaps
 - We analyse data by year group in terms of ethnicity, gender, size and special educational needs.
- We collect and analyse data relating to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on pupils' attainment or that seeks to define their potential as learners such as "less able".
- We use a range of teaching strategies that ensures the needs of all pupils.
- We provide support to pupils at risk of under achieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender identity, disability, sexual orientation and religion.

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, for example

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys.



We ensure equality of access for all pupils to a broad and balanced curriculum removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils. The actions will be designed to meet the school's Equality objectives.

9. Fostering Good Relations

To foster good relations:

- We prepare our pupils for a life in a diverse community and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about differences and diversity and the impact of stereotyping, prejudice and discrimination through PHSE and across the curriculum.
- To avoid stereotyping we use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity, gender identity, religion and disability.
- We promote a whole -school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own cultures and to celebrate the diversity of other cultures.
- We include the contribution of other cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole- school events.
- We include equality matters in our newsletters to parents and carers.
- The implications for equalities in new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we review feedback and responses from all stakeholders; children, staff and parents.



10. Equality and Diversity Objectives

| <i>Equality Objective and Intent</i> | <i>Actions and Evidence of Impact</i> | <i>Aims of the Equality Duty</i> | <i>Protected Characteristics</i> |
|---|---|---|--|
| <p>1. The Curriculum</p> <p>To have access to a curriculum and resources which promote and reflect diversity.</p> | <ul style="list-style-type: none"> - Ensure diversity of reading materials. - Ensure the curriculum reflects the diversity of our community. - Implement new RSE curriculum. | <ul style="list-style-type: none"> ● Eliminate unlawful discrimination ● Advance equality of opportunity ● Foster good relations | <ul style="list-style-type: none"> ● Age ● Disability ● Race ● Religion or Belief ● Sex ● Sexual orientation |
| <p>2. Equity and excellence for all</p> <p>To raise the levels of attainment and pupil progress in all subjects, regardless of age, race.....</p> | <p>Raising standards</p> <p>(See School Improvement Plan)</p> | <ul style="list-style-type: none"> ● Eliminate unlawful discrimination ● Advance equality of opportunity ● Foster good relations | <ul style="list-style-type: none"> ● Age ● Disability ● Race ● Religion or Belief ● Sex ● Sexual orientation |
| <p>3. Community Engagement</p> <p>To continue to seek to engage with all communities associated with the school regarding all aspects of school life.</p> | | <ul style="list-style-type: none"> ● Eliminate unlawful discrimination ● Advance equality of opportunity ● Foster good relations | <ul style="list-style-type: none"> ● Age ● Disability ● Race ● Religion or Belief ● Sex ● Sexual orientation |

Great Milton C of E Primary School





11. Disseminating the Policy

This Equality Policy along with the Equality Objectives is available:

- On the school website
- As a paper copy in the school office
- In the staff handbook
- As part of induction for new staff



Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|---|--|-----------------------------------|-----------------------------|
| Corridor access | Corridors are narrow- 1 way system in place past the office. | Access viability of keeping one-way system if we have children who require more space e.g. wheelchair users. | SLT | n/a |
| Parking bays | Parking space on site is limited. There is not a disabled parking bay, but people with disabilities can park close to the ramp. | Look into having a disabled bay painted at the bottom of the ramp. | HT/SBM | Autumn 2024 |
| Entrances | Entrances are wide, including a set of double doors to the hall. | None needed | SLT | n/a |
| Toilets | An accessible toilet is available to give dignity to children and adults who may need to use it. | None needed | SLT | n/a |
| Internal signage | Internal signage is large print and clear. | Monitor and update as required. | SLT/Class teachers | n/a- ongoing |
| Emergency escape routes | Children who need them have personal plans for emergency escapes. Regular practises are carried out. All classes have a map of escape routes. Emergency escape routes are checked regularly. All staff are aware of their responsibilities in case of emergency escape. | Ongoing | SLT/Class teachers/fire marshalls | n/a- ongoing |