



Equality, Diversity and Inclusion Policy 2020-2021



Equality, Diversity and Inclusion Policy

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Equality, Diversity and Inclusion policy

1. Introduction

Spalding St Paul's Community Primary School is committed to equality, valuing diversity and being an inclusive practice. At our school, we promote a diverse culture in which all staff and young people are valued and supported to fulfil their full potential irrespective of their age, disability, race, religion, belief sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions. Equality and diversity are promoted amongst staff, learners, employers, parents and other partners. As a school, we promote fostering good relations throughout our school ethos we aim to have a high success rate for all learners.

The following groups have been identified as key recipients in terms of provision for this statement.

Pupils who,

- Have Special Educational Needs / Learning Difficulties and Disabilities (SEND)
Aare being looked after / in Local authority / extended family care
- Are excluded or at risk of exclusion from school
- Have English as an additional language (EAL)
Aare missing whilst within education
- Are suffering from drug or alcohol abuse personally or parentally
- Are from an ethnic group, including those from Gypsy, Roma and Traveler background.
- Have ill health including hospitalisation, affecting attendance at school
- Are young carers
- Are young offenders or at risk of offending
- Have mental health issues
- Are in receipt of free school meals (FSM)
- Gifted and talented (G&T)
- Are Lesbian, Gay or Bisexual, Transgender
- Live in areas of deprivation
- Are gender questioning

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors should be read in conjunction with the following policies

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Safeguarding Handbook
- Behaviour Policy
- SEND Policy



2. Compliance

At St Paul's Community Primary we are compliant with the Equality Act 2010 and it is the responsibility of all members of staff. We condone all types of unlawful discrimination whether it be direct discrimination, indirect discrimination, harassment or victimisation. Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or young people by visitors will not be tolerated. Any staff incidents regarding Equality, Diversity or Inclusion are dealt with by the Headteacher or in their absence the Assistant Headteacher.

3. Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

For definitions of types of unlawful discrimination please see Appendix 1

4. Roles and Responsibilities

The Head Teacher is the overall senior member of staff who has responsibility for all Equality, Diversity and Inclusion matters at St Paul's Community Primary. For further information on the roles and responsibilities of the Headteacher please see Appendix 2.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in a manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity
- Actively challenge discrimination and disadvantage in accordance with their responsibilities
- Report any issues associated with equality and diversity in accordance with this policy
- Ensure they are following the equality, diversity and inclusion policy and procedures and take up any equality training and learning opportunities provided by the school

It is important to appreciate that an employee is **personally responsible** for their own acts of discrimination, harassment or victimization carried out during their employment, whether or not the employer is also liable. Any attempt to instruct or induce any other person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

Pupils, parents and visitors are responsible for:

- Ensuring they follow the equality, diversity and inclusion policies and procedures



- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic.
- A consistent challenge to unwanted behaviour, including inappropriate use of language

Governors will be responsible for:

- Monitoring the School's Equality, Diversity and Inclusion Plan. The Headteacher will produce an annual report for the School Governors on progress against the Equality, Diversity and Inclusion action plan. The report will include the results of the consultation, equality monitoring and equality impact assessments.

5. Duty to make reasonable adjustments

At St Paul's Community Primary we actively seek to make 'reasonable adjustments' to our school environment where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, again as far as is reasonable.

6. Admissions policy

Our admissions criteria are defined under the Admissions Policy and are applied consistently to every young person, irrespective of any protected characteristic.

7. Curriculum delivery

At St Paul's Community Primary we believe the curriculum is crucial to tackling inequalities among pupils including gender stereotyping, preventing bullying and raising attainment within certain groups. The principles of Equality, Diversity and Inclusion are embedded in our academic and social curriculum. Proactive and positive steps are taken to prevent discrimination against or victimization of any young person in the provision. It is throughout our school in the curriculum, the physical environment and via our access to information. In our Social, Moral, Spiritual and Cultural (SMSC) curriculum we address issues that arise with the pupil's understanding of diversity and cohesion and tackle prejudice. Through our regular themed culture days where all pupils; including those with SEND, learn about other beliefs / religions and we celebrate their uniqueness, reducing the variation in pupil knowledge in all aspects of everyday school life.

8. Exclusion policy

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria is defined under the Exclusion Policy and we apply this consistently to every young person, irrespective of any protected characteristics.

9. Recruitment and selection

All employees, whether part time-full time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Where appropriate St Paul's Community Primary School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by third party, on behalf of our school we will take all reasonable steps to ensure they adhere to the principles of this policy.



10. Staff training

All staff have training delivered on a regular basis to ensure they are up to date with current practice, policies and legislation. We have introduced regular lesson observations to evaluate our practice and make recommendations to teaching staff so that they can ensure their classroom is an inclusive practice. The lesson observations are assessed, feedback is then given and a further observation follows to ensure that the recommendations made have been actioned.

11. Attendance

We are aware that our pupil's attendance impacts their achievement. We have introduced a procedure to improve the attendance of our pupils and we liaise with the Education Welfare Officers on a regular basis for guidance. We have a '**Safe and Well check**' procedure in place due to the number of parents that do not always inform the school of their child's absence. Attendance meetings are used to discuss below acceptable attendance and to try and support parents with improving their child's attendance.

12. Supporting our Pupils to make progress

We aim for all pupils to achieve to their full potential and will implement support strategies where possible to aid in their progress. Pupils are set targets and attainment achieved is recorded as data. This data is then analyzed for monitoring the progress that the pupils are making. By analyzing the data, the teachers identify weaker performing pupils that can then be supported. We use Individual Education Plans (IEP's) to set targets and aim to improve the performance of our pupils with additional needs. To support our students with behavioural difficulties we have introduced Pastoral Support Plans (PSP). These are meetings that are held with the Additional Needs Coordinator, parents and the pupil where targets are put in place for the pupils to work towards. Restorative practice is used to support our pupils who struggle with social skills and making positive friendships. All pupils that have a PSP receive support from our Inclusion Team.

13. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to the Senior Leadership staff and recorded as soon as reasonably possible (within 24 hour of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy. All pupils are protected from harassment, discrimination and bullying and our guidelines of how we address the issues that arise are detailed within our Behaviour Policy. Alongside any inappropriate behaviour, comments and bullying will be challenged. All incidents that are reported to Additional Needs Coordinator or the SENCO and are overseen by the Headteacher.

14. Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimized, they are asked to follow either our Complaints Policy and Procedure.

15. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher. The Headteacher is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support will also be provided to any parent or significant person, wishing to know more about the



policy and procedures outlines above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website.

This policy will be reviewed and publicised in writing annually.

To be renewed – October 2021

Appendix 1

Types of unlawful discrimination

Direct Discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by Association is when a person is treated unfairly because of someone else's protected characteristic. This could be a friend, spouse, partner, parent or anyone with whom they associate.

Perception by Association is discrimination against an individual because others believe they possesses a protected characteristic as they associate with others who are from a protected characteristic.

Indirect discrimination occurs when a condition, provision, policy or practice applies to everyone (but particularly disadvantaged people who share a protected characteristic) and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability occurs when a disabled person is treated unfavorably because of something connected with their disability and such treatment cannot be justified. Discrimination arising from disability is different from direct and indirect discrimination.



Harassment occurs when a person is subjected to ‘unwanted conduct, intimidating, hostile, degrading or humiliating behaviour or is subjected to an offensive environment for that individual’.

Third party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of our school and the harassment relates to a protected characteristic.

Victimization This is when you or others are treated badly because you or they complain about the discrimination you or the have been subjected to. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimization and will be subject to disciplinary action.

Appendix 2

Roles and responsibilities of the Head Teacher

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Spalding St Paul's County Primary School complies with equality legislation.
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented.
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with St Paul's Community Primary School.
- Ensure that all staff are aware of and follow the St Paul's Community Primary School policy for Equality, Diversity and Inclusion and receive appropriate training, in accordance with their roles and responsibilities.
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place.
- Take responsibility for recording, management and analysis of incidents of discrimination, harassment and victimization in accordance with St Paul's Community Primary School's policies, procedures and guidance.