



Equality, Diversity and Inclusion Policy



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Equality, Diversity and Inclusion policy

1. Introduction

Spalding St Paul's Community Primary School & Nursery is committed to equality, valuing diversity and ensuring inclusive practice. At our school, we promote a diverse culture in which all staff and young people are valued and supported to fulfill their full potential, irrespective of their age, disability, race, religion, belief, gender 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 from 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 is promoted amongst staff, learners, employers, parents and other partners. As a school, we promote fostering good relations and throughout our school ethos we aim to have the highest success rates for all learners.

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

- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are being looked after / in Local authority / extended family care
- Are excluded or at risk of exclusion from school
- Have English as an additional language
- Are missing in education
- Have drug or alcohol abuse (personal or parental)
- 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 offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Gifted and talented
- Are Lesbian, Gay, Bisexual, transgender, non-binary etc
- 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
- Pupil Premium Policy
- SEMH Policy
- Behaviour Policy
- SEND Policy



- Attendance Policy
- Supporting Pupils with Medical Conditions guidance
- Complaints Policy
- Grievance Policy

2. Compliance

In Compliance with the Equality Act 2010 is the responsibility of all members of staff, St Paul's Community Primary School & Nursery does not condone any act of 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 and Diversity are dealt with by the Head teacher or in their absence the Deputy Head teacher.

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 further types of unlawful discrimination see Appendix 1

4. Roles and Responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at St Paul's Community Primary School & Nursery is the Head teacher.

It is the responsibility of the designated senior member of staff to:

- 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 Community Primary School & Nursery 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 Spalding St Paul's Community Primary School & Nursery.
- Ensure that all staff are aware of and follow Spalding St Paul's Community Primary School & Nursery's policy; and receive appropriate equality and diversity 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, managing and analysing incidents of discrimination, harassment and victimisation.

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, bullying or victimisation.
- Support and participate in any measures introduced to promote equality and diversity across the school community.
- Actively challenge discrimination and disadvantage in accordance with their roles and responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.
- Ensure they follow 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 characteristics.
- Demonstrating a consistent good standard of behaviour, including no use of inappropriate language.

Governors will be responsible for:

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

5. Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as reasonable.

We will actively support any pupil or member of the school community during gender transitioning or change of identification, as far as practically possible, ensuring dignity is respected and maintained throughout. Where additional steps may be required in order to support anyone from accessing toilets/ changing facilities etc, this will be done following discussions with parents/ individuals.

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



The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principle of equality and diversity are embedded in our academic and social curriculum.

Proactive and positive steps will be taken to prevent any discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, visits and leisure activities.

Our curriculum covers issues that arise with pupils understanding of diversity, cohesion and tackling prejudice. We have regular themed culture days as part of our Social, Moral, Spiritual and Cultural (SMSC) and International Schools work, covering a wide range of cultures, religions and beliefs. We celebrate the fact that we are all unique, and we all have varying skills and attributes to be proud of. We ensure that anyone who is finding academic learning more challenging, have opportunities to develop and excel in other areas, such as craft, outdoor activities, sport etc and receive any additional support they require both within and out of the classroom, while at the same time as maintaining independence that is appropriate.

8. Exclusion policy

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined under the Exclusion Policy and are applied consistently to every young person, irrespective of any protected characteristics. Any incident is investigated thoroughly before applying a sanction that is appropriate to the behaviour.

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, Spalding St Paul's Community Primary School & Nursery 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 Spalding St Paul's Community Primary School & Nursery, we will take all reasonable steps to ensure they adhere to the principles of this policy.

10. Staff training

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 inclusive practice and make recommendations to teaching staff so that they can ensure their classroom is fully inclusive practice. The lesson observations are assessed, feedback is then given and a further observation follows to ensure that the recommendations have been implemented. Staff know who to approach for advice and have access to specialist staff such as the Additional Needs Co-ordinator and the SENDCo, EAL Mentor, Pupil Premium Mentors etc. Those with leadership responsibilities lead the training OR organize specific external providers within their areas of expertise.

11. Attendance

We are aware that our pupil's attendance impacts their achievement in school and therefore we try to improve the attendance of all our pupils. We liaise with the Education Welfare Officers on a regular basis for guidance. We also have a "safe and well check" procedure in place, due to the number of parents that don't always inform the school of their child's absence, and liaise with any relevant external agency, such as Children's Social Care. Letters are sent home to parents if their child's attendance has improved or declined and both informal attendance meetings and School Attendance Panel Meetings are used to discuss below acceptable attendance and to try and support parents with improving their child's attendance.



We are aware that some children require time off during the school day to attend medical appointments etc and code this differently in the register to reflect the different needs. This is taken into account when looking at attendance levels, so children aren't penalised.

12. Supporting our students 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.

Targets are set and data is used to monitor, analyse and improve performance for our learners. We use IEP's (Individual Education Plans) to set targets and aim to improve the performance of our students with additional needs. These are reviewed three times a year with the child and their parents, to capture their voices and concerns.

To support our students with behavioral difficulties we use Pastoral Support Plans (PSP) where meetings are held with the Additional Needs Coordinator, parents and the pupil to set targets that are then put in place for the students to work towards.

Restorative practice is used to support our students who struggle with social skills and making positive friendships. All students that have a Pastoral Support Plan have support from our inclusion team.

We also support a range of pupils through Team Around the Child, Child In Need and Child Protection who receive regular time to complete Wishes and Feelings exercises, so their voice can be heard.

13. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (within 24 hour of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed and managed in accordance with our Anti-Bullying Policy. All learners are protected from harassment, discrimination and bullying - the guidelines of how we address issues that arise are detailed within our Behavior Policy. Inappropriate behaviour, comments and bullying are always challenged and incidents are reported to Additional Needs Coordinator or Learning Mentor and are overseen by the Head teacher.

14. Complaints and grievances

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

They are also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy and that it is published on our website. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above.

This policy will be reviewed and publicised in writing annually.



Appendix 1

Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favorably 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 direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception by association is direct discrimination against an individual because others think they possesses a protect 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 you treat a disabled person unfavorably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

Harassment occurs when a person is subject to 'unwanted conduct and intimidating, hostile, degrading, humiliating or 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.

Victimisation occurs when an individual is subject to a detriment because they have been made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

Ratified by Governing Body 09.10.18

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