Equality, Diversity and Inclusion Policy and Targets

To be read in conjunction with the school SEND information report and Accessibility Policy.

Policy written in line with the DfE guidance - The Equality Act 2010 and schools May 2014 with updates 2018 –

Link
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Reviewed: January 2025

Next review: January 2026

This policy reflects the legal duties set out in the Equality Act 2010 and The Public Sector Equality Duty set out by the Government.

Main aims of the Act with which the School and Nursery comply:

• To eliminate discrimination, harassment and victimization.

• Advance equality of opportunity between people with/without 'protected characteristics.' (See list further on in this policy).

• Foster good relations between people with/without those characteristics

Equality

Equality is about ensuring everybody is treated equitably and is not treated differently or discriminated against because of their characteristics.

Diversity

Diversity is about taking account of the differences between people and groups of people, placing a positive value on these differences, and making adjustments as needed to reflect them.

Aims to promote equality of opportunity:

The School and Nursery (Setting) enables all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their potential. The setting takes steps to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

This means:

- We will ensure equity for all pupils and staff
- We will promote equality of opportunity
- We will eliminate unlawful discrimination
- We will eliminate harassment and promote equality of opportunity to include all protected characteristics (see below).
- We will break down any barriers to participation
- We will meet the specific needs of different groups
- We will find ways to overcome disadvantaged experienced by certain groups
- We will foster good relations between different groups

We will promote equality, positive attitudes and encourage participation in all aspects of life and take account of vulnerable and disabled people's needs even where that involves treating people more favourably than other people.

Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

*The '**Protected Characteristics'** (relating to schools) within equality law are:*

• Disability - A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

• Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

• Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

• Race/ethnicity - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

• Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

• Sex - A man or a woman.

• Sexual orientation - Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.

• Age – The category protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can

demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.

• Marriage and civil partnership – The Act protects employees who are married or in a civil partnership against discrimination.

It is also unlawful to discriminate because of the sex, race/ethnicity, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

• Direct Discrimination - Less favourable treatment because of a protected characteristic.

• Discrimination by association or perception - For example, discriminating against someone because they associate with another person who possesses a protected characteristic.

• Perception discrimination – is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

• Indirect Discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

• Harassment – occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating dignity or creating an 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 the school and the harassment relates to a protected characteristic.

• Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a compliant) brought in connection with this Act.

• Discrimination arising from disability - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. E.g. High adult/child ratio to allow a child to participate in a particular activity of a school trip.

Equality in action, what we currently do:

We provide an environment in which pupils and staff feel safe, and in which all forms of bullying, discrimination, sexual harassment, sexual abuse, and sexual violence – online or off line – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. In order to do this :-

We recognise and value the things we share in common across cultural, religious, ethnic and socioeconomic communities.

• We improve the understanding of and showing of respect with different faiths and cultural diversity and the extent to which we understand, accept, respect and celebrate diversity.

• We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for vulnerable and disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school including extra-curricular activities and residential visits. E.g. we give all pupils the opportunity to go on overnight residential and make adjustments to allow this to happen e.g. Arthog week long residential for Year 6 children. We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity e.g. disabled car park spaces near to the entrance.

• We actively encourage positive attitudes towards pupils, staff, Governors and parents/carers and we expect everyone to treat others with dignity and respect – consistent behaviour policy adhered to by all staff.

• We regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action e.g. British Values focus, No Outsiders, PSHE lessons.

• We regularly consider the ways in which our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping. E.g. clear curriculum maps highlighting values (see website) and Expect Respect whole school annual project looking at respect and stereotyping.

• The school welcomes a diverse range of candidates and encourages those who are currently underrepresented to join. We collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We do not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We make reasonable adjustments such as providing auxiliary aids for our disabled staff.

• We seek the view of advisory staff and outside agencies and partnerships with other schools where this is necessary. In planning the curriculum and resources, the school takes every opportunity to promote and advance equality.

• Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training is given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. (Bullying and racist incident are logged on our online reporting system - CPOMS).

• We expect that all staff and Governors are role models for equal opportunities, deal with bullying and discriminatory incidents and are able to identify and challenge prejudice and stereotyping.

• Throughout the year, the school plans on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, antihomophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. E.g. SMSC whole school planning documents which highlight some of the work that goes on e.g. British Values week.

Review:

This school is continually carrying out equality impact assessments e.g. Following data capture, to ensure that we are not disadvantaging any group of pupils with protected characteristics. Changes, where necessary, are acted upon rapidly, with regular checks to ensure they are continually effective.

Responsibilities:

Governing Body

• Ensure that the school complies with equality-related legislation and how we fulfil our statutory duties

• Ensure that the policy and its procedures are implemented by the Headteacher.

• Ensure all other school policies promote equality.

• Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

• Implement the policy and its related procedures.

• Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.

• Take appropriate action in any case of actual or potential discrimination.

• Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work- for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

• Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All Staff

• Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.

•Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.

• Promote equality and good relations and not discriminate on any grounds.

• Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.

• To be models of equal opportunities through their words and actions.

Pupils

• Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Definitions

Equality – This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.

Equity – The quality of being fair and impartial 'equity of treatment'.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion

Gender dysphoria is a recognised condition in which a person feels that there is a mix match between their biological sex and their gender identity. If you are unsure of any other terms used in this policy, please do ring our school and ask us.

Community - From the school's perspective, the team "community" has a number of meanings:

• ***The school community*** - the students we serve, their families and the school's staff.

• The ***community within which the school is located***- in its geographical community, and the people who live and/or work in that area.

• The ***community of Britain***- all schools by definition are part of it.

• The ***global community***- formed by European and International links Gender Dysphoria –

Anti-Racism

Ladygrove Primary school recognises the importance of addressing the issue of racism in schools and wider society. The school curriculum and environment aims to ensure that all pupils and staff understand the importance of embracing and celebrating diversity and difference within society.

Definitions:

Race – A protected characteristic of an individual's identity which includes skin colour, nationality (including citizenship), ethnic or national origins and ethnic group.
Anti-racist – The school's intention to actively challenge racist behaviour, views and misconceptions and to educate the school community on the importance of embracing and celebrating an ethnically diverse world.
Racist behaviour – An incident or series of incidents which, whether intentionally or unintentionally, intimidate, offend, exclude, belittle or harm an individual in any way physically, emotionally or mentally because of their ethnic origin, colour, race, religion or nationality.
Ethnic minorities – Ethnic minorities are all ethnic groups except the white British group.
Ethnic minority groups include:
• Asian or Asian British.
• Black, Black British, Caribbean or African.
• Mixed or multiple ethnic groups, e.g. white and Black Caribbean or any other Mixed or multiple-ethnic background.
• White minorities, including Gypsy, Roma an Irish Traveller groups.

Reporting:

Racial incident reporting was one of the key recommendations of the Stephen Lawrence Enquiry report. Telford & Wrekin local authority gathers information on racist incidents in schools via the secure Individual and Annual Return, Racist Incident Reporting and Recording System (IRIS) website. Schools are encouraged to report incidents as and when they occur and to submit an annual return.

The reporting of racist incidents helps schools:

- to demonstrate that they are showing 'due regard' for the need to eliminate discrimination, advance equality and foster good relations (requirements under the Equality Act 2010)
- to demonstrate that they are serious about ensuring that all pupils feel safe (an important aspect in the Ofsted framework)
- to regularly analyse the recorded information to identify trends or patterns regarding the nature of incidents, who is involved and where incidents are happening.
- to identify potential cases of racist bullying by tracking incidents between particular pupils.

- to take action to address any issues which may be specific to the school as a whole, or to a particular year group.
- to contribute to reassuring families that incidents are seen to be fully investigated and actions have been taken.
- to allow the Local Authority to offer support to schools where there are higher than average levels of incidents

Ladygrove Primary School and Nursery Equality targets:

To ensure that all groups of children, regardless of any barriers faced by themselves or their parents, have the opportunity to attend school/ nursery regularly. **Success Criteria** • Attendance policy does not disadvantage any groups of pupils and that action will be taken to remove any inequalities that are identified. • Staff who follow up absence are aware of and sensitive to relevant community issues. • Provision will be made for leave of absence for religious observance and this includes staff as well as pupils. • Provision will be made for pupils on extended leave to cover missed work. • School pastoral team will work with parents of all children to encourage 'good' attendance by providing support where necessary via the school's robust Early Help offer. • Barriers to persistent absence will be explored with parents. • Increasing levels of attendance for Pupil Premium and SEND children.	Headteacher. Admin team. Pastoral team. Governors. Local Authority.	Training for all teaching staff in the link between lower attendance and attainment. Attendance targets written into teacher's appraisal targets. First day call to all Parents. Home visits in line with school policy. Support from Family Support worker/ EWO to work with parents. Follow up with prosecutions as necessary. Governors attend reviews and Attendance Panels. School data collated half-termly in relation to different groups and shared with staff and governors.	Full Governing Body to monitor absence on a termly basis and review the groups/ classes and year groups that pupils belong to.

Ensure that the curriculum is accessible and relevant to all pupils. **Success Criteria** • The curriculum is planned to incorporate the principles of equality, challenging and promote positive attitudes towards diversity • All pupils have access to the curriculum • Resources and displays portray positive images of different groups of people and cultures • To provide a range of learning opportunities from different cultures. • Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account religion and culture, gender, disability and socio-economic background. • Pupils will celebrate difference and recognise this as an aspect of uniqueness in everyone. • Pupils will learn about mental health. • Robust PSHE offer. • All subject policies will include a mental health statement. The Governing Body is kept informed of the implications of the Auxiliary Aids Duty.	HT/Teachers	Review of curriculum to meet the needs of all groups of pupils(SLT) Monitor which groups attend after school clubs Reasonable adjustments to be made to meet the needs of all pupils Curriculum to prepare children for life in modern Britain All staff to add a statement about mental health to their policies	

To secure good progress for all children, regardless of SEND, gender, vulnerable group (Pupil Premium Grant including Free School Meals children, Service children and Children in Care/ Children Previously Looked after) or ethnicity. **Success Criteria:** • SLT will ensure that pupil attainment and progress is monitored by cohorts and groups of pupils to identify trends and patterns of underachievement. • Class teachers and senior leaders will hold pupil progress meetings to look at the progress of all children. • Class teachers/ SLT will identify children who need to make accelerated progress and plan interventions accordingly. • Children will receive high quality interventions targeting gaps in their learning. • Higher levels of PPG children attaining in line with national in key indicators across school.	Headteacher. Deputy Headteacher. Assistant headteachers. Teachers Teaching Assistants.	All staff to be responsible of analysis Pupil progress meetings SEND meetings between teachers and SENDCO. Quality of teaching and learning and interventions monitored by the Leadership Team. Training given to the TAs in the interventions they are delivering.	Termly

To implement strategies to ensure that any behaviour incidents linked to protected characteristics are addressed effectively to reduce the risk of further incidents occurring. **Success Criteria** • Monitor exclusions by SEND, ethnicity, gender, disability, and disadvantage. • Monitor racist incidents, homophonic incidents, transgender incidents and disability-based incidents to track victims and perpetrators. • Reduce numbers of homophobic and racist incidents across school. • Use of the local policing team to support with education about Hate Crimes. • Carry out intervention with children who have been involved with the above to reduce the risk of a future occurrence. • Take appropriate action to remove any disparities in rates of exclusion between pupils from different equality groups. • Recognise and take into account that cultural, disability background and mental health may affect behaviour.	Headteacher. Governors Pastoral Team Teaching Team	Deputy headteacher and Headteacher to monitor exclusions and behaviour patterns. Tracking of behaviour incidents to be presented to governors within governing body meetings. Disadvantage, gender, ethnicity, SEN, CIC alongside Safeguarding Governor. Assemblies held to educate children about the use of Racist, homophobic and disability based language. No Outsiders scheme in use to educate children about difference. Follow up with children following incidents using the school policies.	Ongoing

Appendix 1 – Racist Incident Report Form

Racist Incident Report

Incident Date

Type of Racist Incident (Tick more than one box if appropriate)

- ☐ Verbal
- ☐ Written
- ☐ Physical
- ☐ Refusal
- ☐ Cyber Incident
- ☐ Organised Activity
- ☐ Other

Incident Location (Tick more than one box if appropriate)

- ☐ Classroom

- [ ] Playground
- [ ] Corridor
- [ ] School Hall
- [ ] Other (Inside School)
- [ ] Cyber/Electronic
- [ ] Outside School

Other Parties Informed by School (Tick more than one box if appropriate)

- [ ] School
- [ ] Victims Parent/Carer
- [ ] Perpetrators Parent/Carer
- [ ] Governing Body
- [ ] Other Council Service
- [ ] Police
- [ ] Other

Description of Incident

- Please include full details of the racist incident. If the incident involves pupils from another school please include the name of the school.
- Where other Services have been contacted please state the names of people contacted.

Definition of incident types

Verbal

- Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Abuse or threats.
- Derogatory name calling or insults
- Using racially offensive language (including racist jokes)
- Stereotyping comments based on cultural or religious differences e.g. food, music, language, way of walking, way of speaking or communicating etc.
- Innuendo (may not use overtly racist language but which derives some of its force from pupils' perceived 'race')
- Racially or culturally motivated mimicry (verbal or non-verbal)
- Abusive or obscene phone calls
- Teasing, taunting, mocking; insensitive or inappropriate use of terminology and language.
- Incitement of others to behave in a racist manner

Written

- Written derogatory remarks
- Drawings
- Racist graffiti
- Written material of a racist nature

Physical

- Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Pushing/Jostling
- Physical intimidation
- Physical assault with weapon
- Violence (Slapping/Hitting/Punching/Kicking)
- Abuse of/damage caused to personal property including arson, spitting at property
- Using offensive gestures

Refusal

- Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, accent, ethnicity, religion, language, clothes or cultural differences
- Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)

- Non-co-operation/disrespect

Cyber incident

- Racist abuse via text message, instant messenger services or email
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones/camera phones.
- Using the school's computer systems to access or distribute racist material
- Intimidation using technology (e.g. misuse of social network sites)

Organised Activity

- Recruitment of, or attempting to recruit, others to racist organisations and groups
- Provocative behaviour such as wearing racist badges or insignia
- Possession, display or distribution of racist materials in school (e.g. computer software, leaflets, comics, books, magazines, CDs, DVDs, pamphlets/cartoons, internet pages)
- Collusion with racist behaviour of others


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Policy- Document Status			
Date of initial Policy Creation	March 2023 Amended September 2023 Amended November 2023	**Named Responsibility**	Emily Guess Beth Ellis
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