



# Upland Primary School Equaity and Diversity Policy

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# **Equality and Diversity Policy**

This policy sets out Upland Primary school's commitment towards equality. The aim of this policy is to encourage and enable inclusion and achievement through the management of staff, curriculum, pupils, parents and carers in an environment that recognises the different life chances that individuals have and works to achieve the best outcomes for them all both as individuals and members of the Upland community. We seek to uphold and implement these core values as a service provider, an employer and procurer of goods and services. We also recognise the unique opportunity we have as a school to positively influence the broader community by creating positive relationships between people through community cohesion.

This policy will also impact on other areas of school policy, for example, uniform, behaviour, human resources and people management. Specific themes will be picked up in each area of policy.

### **Vision Statement**

The staff and governors of Upland Primary School seek to:

- Develop confidence in children, providing equal opportunities and enabling children to become independent learners who co-operate well with each other.
- Recognise the unique nature of each child within the school and to harness diversity in an environment of value, high expectation, respect and appreciation for the differences in each child.
- Create an organisational culture that promotes respect, fairness and dignity for all who work, volunteer and visit the school

### **How will we achieve this vision for our school?**

This will be achieved by:

- addressing inequality and discrimination that may occur within the workforce and the school
- celebrating and embracing the equality that exists in the school and its wider community.
- ensuring that the delivery of the curriculum reflects and takes into account issues on equality.
- creating opportunities for the wider involvement of staff, children, parents and carers and the wider community through consultation, participation and partnership working
- ensuring that our vision is shared with the children, staff, parents and our broader community

## **Aims**

The aims of this policy are to ensure that:

- Every individual within the school achieves his/her full potential and has the same chance
- Equal access is achieved by everyone and for everyone
- Changing needs are responded to
- Staff, parents and children are informed and reminded of the issues
- Everyone lives in harmony
- Prejudices are broken down and positive attitudes are fostered
- There is continuity of approach throughout the school
- Resources are not wasted and individual talents are recognised and promoted
- The quality of life for all individuals is improved
- Children learn to be caring and responsible citizens
- Understanding and mutual respect for all members of society, regardless of differences, are actively promoted
- Discrimination is understood and actively prevented by all

## **The Law**

As a school we have legal responsibilities under The Equality Act 2010. This means that as a school we must not discriminate against, harass or victimise:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

The governing body is legally responsible for ensuring that the Equality Act is observed by all staff in school. However, everybody involved in the school community has a responsibility to ensure that the spirit of the policy and its legal requirements are observed.

## **Who is protected?**

The 9 protected characteristics of the school's provisions are:

- Disability
- Age
- Gender reassignment
- Marriage & Civil Partnership (in employment)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It should also be noted that schools as an employer and service provider will have duties under the remaining protected characteristics.

## **What is discrimination?**

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people).
- All incidents of discrimination, harassment or victimisation are handled in a proportionate and timely way.

### **So what does this mean here at Upland?**

All pupils and adults within the school have a right to be treated with dignity and respect. This includes a right to:

- Study, learn, work and play
- Physical, emotional and verbal respect
- Freedom from violence, bullying and abusive language
- Respect for an individual's protected characteristics
- Freedom from sexual comments or harassment and inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to admissions, access, recruitment and access to extra-curricular activities

Pupils and adults are encouraged to report any inappropriate behaviour or comments. All incidents will be dealt with in line with the Upland Primary School behaviour management policy.

### **How will we know when we are successful?**

Our success will be measured through quantitative Indicators such as:

- SATs results
- Stable / rising roll
- Attendance
- Punctuality
- Unauthorised absence
- Class size
- Stability and staffing
- Commitment / Involvement of support staff
- Regular visits from outside agencies
- Number of computers in school
- School uniform – number of requests for help with uniform
- Number of free school meals
- Diversity among parents in school represented

Also qualitative Indicators such as:

- Playground interaction
- Learning interaction (peers/adult)
- Friendly and caring attitudes
- Members of the school community feel valued
- Displays of work

- A welcome 'feel'
- Accessibility of school staff
- Effectiveness of communication systems
- Differentiated work on offer for pupils
- Pastoral care of pupils
- Pupil perceptions
- Diversity represented in curriculum books and resources
- Links with the local community
- Ownership of Equalities policy and practice

The above will be analysed by protected characteristics. This will help staff and governors to identify areas of emerging and existing inequality.

### **Evaluation/Monitoring of Policy**

- The Headteacher will act as the Equality Co-ordinator and will report termly to governors
- All members of staff will work to improve, adjust and facilitate equality and diversity within the day to day running of the school and bring individual perspectives to whole staff meetings
- Governors at full Governing Body meetings and in the Curriculum Committees
- Parents will be encouraged to bring their own perspective/perceptions of the implementation of equality and diversity in the school. This will be solicited through Parents Evenings and any other contact that a parent may make with the school
- Pupils/learners are involved in ongoing evaluations □ Ofsted

This policy will be reviewed once every three years or sooner should the need arise.

Vicky Sengupta  
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