



Bramcote Hills Primary School



Equality and Diversity Policy

'Make the Future Better for All'

Equality Statement

Bramcote Hills Primary School is committed to promoting equality of opportunity for the children and adults who are part of the school community.

This Policy is based on the requirements of The Equality Act 2010 and the Public Sector Equality Duty of 2011. It outlines practices related to the promotion of equal opportunities for all and demonstrates how the school complies with the legislation. The school acknowledges of the protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, religion or belief, sex and sexual orientation.

The school's fundamental approach to equality is reflected in its motto *'Make the Future Better for All'* and in the following beliefs.

- *We believe in delivering an exciting and broad curriculum through high quality teaching and innovation*
- *We believe in having high standards*
- *We believe in developing and knowing children as individuals*
- *We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability*
- *We believe in being inclusive so that all children can thrive*
- *We believe in working in partnership with our community and other schools*

The aims of this policy are as follows:

Aims

- To strive to provide a high quality education with a rich variety of experiences for all children, irrespective of the relevant protected characteristics.
- For equality, celebrating diversity and the promotion of British Values to be embedded, as far as possible, in all areas of the curriculum
- For all children and adults to work hard to eradicate bullying and harassment in all its forms

- To raise the awareness of children so that they can recognise and challenge discrimination.
- To support and, if necessary, raise the self-esteem of members of minority groups.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Through this policy, and associated policies, we aim to facilitate an appreciation of diversity within the school community, local area, nationally and worldwide and an awareness of, and respect for, different genders, cultures, faiths, backgrounds and lifestyle choices
- To operate sound practices of Equality when appointing and training staff. To appoint the most suitable candidate for employment or training irrespective of the protected characteristics. We aim to prepare our children for living within a society with increasing global connections and controversial issues.
- To create a culture where cultural diversity and British Values are celebrated

How does the school meet the requirements of the Equality Duty?

The Equality Duty has three overarching aims. These are:

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.*
- *Advance equality of opportunity between people who share a protected characteristic and those who do not.*
- *Foster good relations between people who share a protected characteristic and those who do not.*

The Act explains that having due regard for advancing equality involves:

- *Removing or minimising disadvantages suffered by people due to their protected characteristics.*
- *Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.*
- *Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*

The school fulfils the requirements of the duty cited above by following these guiding principles.

GUIDING PRINCIPLES

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value whatever their:

- age
- ability/disability

- gender or gender identity
- marital status
- pregnancy or maternity status
- religious or non-religious affiliation or faith background
- sexual orientation

Principle 2: We recognise, respect and celebrate difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to the protected characteristics.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote positive attitudes towards people who are members of groups with the protected characteristics. Moreover, we seek to promote good relations and dialogue between people with or without these characteristics.

We intend to achieve an absence of prejudice-related bullying and incidents.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

The school adopts Local Authority guidance in respect of recruitment practices which applies the principles of the Equality Act 2010 to employing and managing staff in particular.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development whether or not they possess any of the protected characteristics.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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 people who do or do not possess any of the protected characteristics.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of members of all groups.

Principle 8: We base our practices on sound evidence

We plan to maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to the appropriate protected characteristics.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report on progress towards achieving them.

In accordance with these guiding principles and, more specifically, the school meets the requirements of equality duty by following these procedures.

Admissions, induction and attendance

- We welcome applications from the whole community
- We base our admissions policy on a fair system, working with the authority fair access policy
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions

- We discourage discriminatory behaviour by staff or parents and will take appropriate action
- We ensure that children and parents with disabilities can participate successfully in the activities offered by the school and in the curriculum offered whenever reasonably possible
- We try to reflect the diversity of members of our society in all our publicity and promotional materials
- We provide information in clear, concise language, whether written or spoken

School Curriculum

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

The curriculum offered at BHPS encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability and appropriate protected characteristics.

Teaching and support staff are familiar with the equal opportunities legislation.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued
- Feel good about themselves
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Participate fully regardless of disabilities or medical needs

All staff are committed to

- Making children feel valued and good about themselves through the curriculum
- Ensuring that children have equal access to learning
- Ensuring each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual material
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable

- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEND, etc, and also the importance of scrutinising assessment materials for cultural bias

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life
- We encourage parents/carers to take part in the life of BHPS and to contribute fully

Food and dietary needs

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Events

- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

Planned and unplanned activities

Teachers approach activities from an equality perspective whenever possible. (e.g. using stories from other cultures – a multicultural approach, having positive images of people with disabilities or from a variety of ethnic groups on display, using names from both gender groups or different ethnic groups within teaching resources.

It is possible for incidents/issues to arise on a day to day basis that are not planned. Teachers will use their professionalism to 'spot' the opportunity to discuss equality issues and challenge stereotypes, misconceptions and discrimination whenever possible. This will be beneficial as discussing issues as they arise is often more meaningful to children.

In addition to this approach however there is the need to tackle some subjects deliberately so that children are encouraged to consider important issues.

The school believes that all children should have full access to the curriculum and wider range of activities available (including extra-curricular activities, swimming, residential trips) regardless of any disability they may face.

Positive images and visitors

Staff recognise that a useful teaching technique is to use positive images of members of different groups whenever possible. These can be visual images (eg. historical or fictitious) and can be very effective when challenging stereotypes. Staff will often invite visitors to come to school when studying a number of issues. This is an ideal way of promoting positive role models from minority groups. Visits can also be arranged to enable children to experience a completely new stimulus that can't be replicated in school.

Groupings

Staff work with significant thought when grouping children for all manner of activities in school. Generally, children will not be grouped according to race, religion, gender or disability. There may be some occasions when children will be grouped according to gender such as Sex and Relationship Education or girls' football team (used to give girls an opportunity in what is stereotypically a boys' sport).

Selection for Activities

Selecting children for certain activities can be very difficult, especially when there are a limited number of places available. Teachers often have to consider making the most of the skills of a Gifted and Talented child, giving a 'turn' to some children who do not push themselves forward, being democratic and allowing voting systems; and ensuring that the school does its best to allow all groups within school to be represented in activities such as the School Council. It is not always possible to meet all these needs but, from an Equality perspective, the school does not discriminate against pupils because of any of the protected characteristics. Some sports teams will be selected on the grounds of ability. Sometimes, activities are made available to older children on the understanding that younger pupils will 'get their turn' when they are older. The school does make an active effort to ensure that all groups within school are represented as far as is practically possible.

New Pupils

The school recognises the need to respond quickly to the needs of new pupils. From an equality perspective, this may mean training staff quickly and making children aware in order to support a pupil with a disability. It may require bilingual signage to support a child while they learn English or some lessons that promote another culture that children might be unfamiliar with.

Language

The English language is steeped in history and is evolving all of the time. The staff at BHPS are aware that our choice of language is significant and terms that used to be utilised without a second thought could now be inappropriate, or at worse, offensive. For example, we would choose to use the term *traitor* rather than *black leg*, *person with a disability* rather than *disabled* or *handicapped*, *person with epilepsy* rather than *epileptic*, *firefighter* rather than *fireman*.

Responsibilities

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equality legislation relevant to the school community
- The school's Equality Policy is maintained and updated regularly
- The Headteacher and SLT are held to account for the communication and implementation of school policies
- Procedures and strategies related to the policy are implemented
- Governors have an overview of all racist incidents or incidents which are a breach of this policy and ensuring that appropriate policies are in place that take appropriate resulting action
- Progress towards equality objectives is monitored carefully

The Head Teacher and Senior Leadership Team are responsible for:

- Providing leadership and vision in respect of equality
- Initiating and overseeing the development and regular review of equality policies and procedures
- Ensuring the effective communication of the policies to all pupils, staff and stakeholders
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, or any acts of discrimination against people with protected characteristics
- Providing appropriate role models for all staff and pupils
- Ensuring the school carries out its statutory duties effectively

All staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping

- Not discriminating on grounds of race, disability, or any of the protected characteristics
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

Our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur
- Standing up for what is right
- Not being a bystander

Our parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur
- Contributing positively towards the meeting of our objectives

Visitors and contractors are responsible for:

- Knowing and following our policy

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equality and Diversity
- Teaching and Learning
- Assessment
- Behaviour discipline and exclusions
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Staff recruitment and retention
- Governor/staff training and professional development
- Visits and visitors.

Context

The policy is *our* policy should match the needs of *our* school and therefore may differ from documentation produced by other institutions. For example, at the time of writing there is a relatively small percentage of children from disadvantaged backgrounds. This means that we have to work harder than some schools to diminish the differences of experience between disadvantaged pupils and 'non-disadvantaged' pupils. Despite having a healthy ethnic mix, we do not have many pupils from black backgrounds and so need to promote positive black images whenever possible. We educate children to challenge racism in all its forms. Conversely, we have a number of female parent/carers who are professionals who we can draw on as role models.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Breaches of the Policy

Complaints about the implementation of this policy or any infringement of it are to be dealt with in accordance with the school's Complaints Policy, Staff Code of Conduct, Behaviour and Disciplinary Procedures.

Availability

This policy is available to all staff on the school network. There will also be a section on the school website for all policies.

Monitoring

It is our intention that a robust policy should be one that is visible in the day to day life of the school. Therefore, there a number of monitoring procedures outlined below that seek to ensure that the principles outlined above permeate through to the level of the children.

- Classroom Checklist

Appendix 2 details the checklist that will be used in classes on an annual basis to ascertain whether some of the day to day practices are being followed in classrooms. These will be completed by Class Teachers, children and the Head Teacher and results will be reported to governors via a Monitoring Summary Form.

- Whole school Checklist for Procedures

This will be completed by the SLT and the named Governor for Equal Opportunities (or PPC committee if there is no named Governor). This will be done on biannual basis and the areas to be analysed are detailed in appendix 3.

- Harassment

The school will monitor incidents of harassment and treat them separately to other behavioural issues. The findings of this monitoring will be reported on an annual basis in the Head Teacher's report to Governors. Appendix 4 shows the form to be used for recording such incidents and also includes a flow chart of action to be taken. This shows how some children may meet more serious sanctions at a swifter rate if they perpetrate unacceptable harassment that challenges the school's stance on Equal Opportunities. All incidents will be dealt with calmly and sanctions will be used with discretion taking into account a child's maturity, intellectual capacity and the frequency of the incidents.

- Behaviour

The exclusion and other behavior records will be analysed in light of the protected characteristics.

Appendices

1. Details of the schools approach to PSHE
2. Classroom Checklist
3. School Checklist
4. Discrimination monitoring form and flowchart
5. Equality and Diversity Action Plan

The school currently adopts the 3D scheme for PSHE

Classroom Checklist

Curriculum	
Does the curriculum have deliberately planned activities that raise awareness about Equality and Diversity issues?	
Does the curriculum have the strand of Equality running through it as often as possible?	
Do I tackle issues of Equality as they arise in my classroom?	
Do my assemblies promote issues of Equality and British Values?	
Displays	
Do my displays (at least one) show people from different ethnic, gender, disability groups?	
Do the roles that characters have in displays challenge stereotypes of gender, race and disability?	
Does every child have a piece of work on display?	
Do I have some dual labelling in my room to reflect makaton symbols or other languages?	
Am I aware of materials from different cultures when using drapes?	
Groupings	
When choosing groups, especially in PE, do I use a mixture of the following strategies; Friendship groups?	
Teacher chosen mixed gender groups?	
Teacher chosen mixed race groups?	
Teacher chosen mixed ability groups?	
Teacher chosen single gender groups to break stereotypes, e.g. a group of girls to practise and demonstrate a football skill?	
Do I always praise friendship groups that have a mix of gender?	
Do I always mix up gender groups when children line up?	
Do I deliberately choose different children to carry out tasks in school	
Literature	
Do the books the children read reflect a multicultural society where women, older people and people with disabilities are reflected in a positive way?	
Do I always challenge stereotypes of race, age, gender and disability when they occur in books?	
Circle Times	
Do I use sharing activities to allow personal interests and cultural backgrounds to be valued?	
Do I discuss racist, sexist or other incidents of discrimination whenever they occur?	
Have any of the visitors that have spoken to my class this year been members of a minority ethnic group or people with disability?	

School Checklist

Does the Head Teacher report to the governing body on incidents of harassment?	
Does the school monitor the performance, academic and otherwise, of different groups of learners? (including children with disabilities)	
Does the school adopt an equality approach when appointing staff?	
Do staff have equal access to training and development opportunities?	
Does the school take steps to take account of disabled children's and adults' needs, even if this means treating them more favourably.	
Does the school have an up to date access plan?	
Does the Head Teacher report to the governing body on an annual basis regarding whether pupils with disabilities have taken part in activities such as day visits, residential visits, sports days etc.?	
Do results of the monitoring procedures, including use of checklists, feed back into the School Improvement Plan or a separate action plan?	
Has the school taken adequate steps to meet the needs of new children who have entered school?	
Does the school take part in special events such as deaf awareness weeks?	
Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?	
Does the school review its Equality and Diversity Policy and Practices every two years?	

Discriminatory Behaviour Monitoring Form

Reported by _____

Date _____

Alleged perpetrator		Alleged Victim	
M/F		M/F	
Black		Black	
White		White	
Asian		Asian	
Other (specify)		Other (specify)	
Disability		Disability	
Year group		Year group	

Type of Incident

Race		Assault		Location
Gender		Comments & 'jokes'		Hall
Disability		Graffiti		Classroom
Age		Name calling, insults		Playground
Religion		Threats		Corridor
Bullying		Ridicule of culture		Toilets
Homophobia		Discrimination		Cyber
Gender Reassignment		Other (specify)		Other (specify)

Details of incident	Action taken (stage on flow chart)

Stages for dealing with incidents of discriminatory behaviour - Flowchart

(In some cases this flow chart may not always be followed in order. Consideration may need to be given to the severity of the incident and the age / emotional stage of development of the child)

1

- Inform classteacher/key stage leader (Headteacher should be notified but may not deal with the incident)
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during break time. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents
- Inform parents if appropriate



2

- All of stage 1
And ..
- Removal of child from area where incident took place for limited period of time.
- Inform parents of situation
- Head Teacher involved



3

- All of stage 2
And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely



4

- All of stage 3
And ...
- Place on report for longer period
- Inform parents of problem in writing and invite them to attend formal meeting
- At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.



- All of stage 4
And ...
- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried

Equality and Diversity Action Plan 2020-2023

Priority	Objective	Action Required	Person responsible	Target Date	Date Completed
1	Ensure classroom environments promote equality	Apply the classroom equality checklist and monitor results, supporting staff to make improvements where possible	Mrs Barnes	September 2021	
2	Ensure the whole school environment promotes equality	Apply the whole school equality checklist and monitor results, supporting staff to make improvements where possible	Mrs Barnes	November 2021	
3	Provide a greater representation of ethnic minority groups when arranging visitors to school	Following recent success with greater representation of diversity groups on the school's governing body, the subject leader will seek to contact various groups to search for new visitors that would support our teaching and curriculum.	Mrs Barnes	December 2021	
4	Provide a greater representation of minority groups reading materials	Work with the reading lead to focus on the purchase of suitable books	Mrs Barnes	May and October 2021 2022	