

EQUALITIES AND DIVERSITY POLICY

St. Cuthbert's CE Primary School



Approved by:	Governing Body	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	



Our Vision

Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

Our Ethos

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

Our Expectations

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

Individuality

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

Working Together

- the children are able to **trust** show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."
For we are all equal in the eyes of God.*

Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."
Colossians 3:12



Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you." Ephesians 4:32



Equal

"You shall love your neighbour as yourself."
Mark 12:31



Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."
Genesis 11:6



Friendship

"Encourage one another and build each other up."
1 Thessalonians 5:11



Respect

"For God gave us a spirit not of fear
but of power and love and self-
control."

Joshua 1:9



Endurance

"I can do all things through Him who strengthens"
Joshua 9



Courage

"Be strong and courageous. Do not be frightened and
do not be dismayed for the Lord your God is with you
wherever you go." Joshua 1:9



Trust

"My God is my strength in whom I trust."
Psalm 12



Equality and Diversity Policy

At St Cuthbert's C.E Primary School we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.

Adults should expect employment practices to be fair and transparent (see Equalities Policy for staff employment. The school works within the expectations set out by the local authority (LA) as well as what is set out in the 'Comprehensive Equality and Diversity Policy' of the LA.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

VALUING DIVERSITY

At St Cuthbert's C.E Primary School we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation (Equality Act 2010), discrimination still exists, and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher can tackle the issue appropriately

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

At St Cuthbert's C.E Primary School we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained

and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

EQUALITY ISSUES IN RELATION TO RELIGION

At St Cuthbert's C.E Primary School we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We visit a variety of places of worship (Church, Gurdwara, Mandir, Mosque, Synagogue, Temple) as part of our RE work, we learn songs in a range of other languages to celebrate cultural diversity.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION

At St Cuthbert's C.E Primary School we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

EQUALITY ISSUES IN RELATION TO CHILDREN/ADULTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised, and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

CROSS-CURRICULAR ISSUES

Our Curriculum gives our children the opportunity to learn about other cultures and different ways of living. We ensure that issues of equality and diversity are central to the curriculum as well as reflecting the interests and backgrounds of all the children.

At [add school name] we monitor this carefully in order to ensure our policy is working at the operational level.

LIAISON WITH THE WIDER COMMUNITY

We involve the community in the following ways:

- we invite and encourage speakers who come from a variety of cultures, and communities to visit our school
- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship

PARENTAL/VOLUNTEER INVOLVEMENT

St Cuthbert's C.E Primary School is an open and welcoming school and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

Home School liaison and communication are promoted through the school's website. Parents/carers can access information of events etc. easily as well as school policies.

See Communications policy

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at St Cuthbert's C.E Primary School. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

WHISTLEBLOWING

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes place annually.

Note the Equality and Human Rights Commission's recent review of the use of restraint in schools

Further information and guidance on equalities can be found in the following school policies:

- Equalities Statement (see below)
- Whistleblowing Policy
- Behaviour Policy

Equality Objectives/Action Plan: 2019 – 2023

St Cuthbert's C.E Primary School is committed to an inclusive ethos, which values the achievements of all children and the contribution they make to school life. All staff recognise that inclusion is a process of development and not a fixed state as it involves an ongoing review of policies and practices so that we can respond to the diverse needs of all pupils in our local community.

We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are at the heart of everything we do.

Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the equal rights and protected characteristics across all groups within school and how it affects each individual	Senior Leadership Team, staff and Governors	Sept 2019 ongoing	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate), including their role in upholding it.
All aims of duty	All	To equality impact assess all policies and practices with particular emphasis on the attainment levels of pupils and students from vulnerable groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	To continue to undertake Equality Impact Assessments on policies, procedures and practices as they are reviewed to ensure they reflect best practice.	SLT	September 2019 - ongoing	All policies, procedures and practices equality impact assessed and action points identified and included in equality objectives / action plan.

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All aims of duty	All	All staff receive annual CPD on the school's arrangements to promote equality in the context of their job role (e.g. All staff - preventing/ managing incidents.) (Teachers/SHLTAs – curriculum and teaching and learning strategies)	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies. Identify any gaps using gap analysis tools.	SLT	Sept 2019 - on-going	Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes
All aims of duty	All	Continue to ensure displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the school's diversity in terms of the equality groups.	All staff	Sept 2019 – on-going	Increased diversity reflected in school displays across all year groups. Increase in pupils' participation, confidence and achievement levels

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All aims of duty	All	To encourage and increase the participation of pupils from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils involved in the decision-making of the school	Minority, marginalised and vulnerable pupils	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Set up group of pupils to develop actions which better involve the target group.	Senior Leadership Team	Sept 2019 – on-going	School Council/pupil voice has representation from pupils who are within the protected characteristics
Eliminate unlawful discrimination harassment and victimisation Equality of opportunity	All	To continue to ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role	Applicants and all school staff including volunteers	Continue to undertake Equality Impact Assessments on Policies/Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance	Senior Leadership Team and Governors on Staffing Sub Committee	Sept 2019 – ongoing	Feedback from candidates on the process indicates fairness School staff reflect diversity
Eliminate unlawful discrimination harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and food within the curriculum meets the needs of all race and faith groups and those with specific health needs	Increased diversity within school meals and food within curriculum activities	All those with specific race, faith, cultural and health needs	Introduce food culture days with different menus to represent diverse groups. Ensure food within the curriculum represents diverse cultures	Senior Leadership Team School Food Support	January 2019 – Ongoing	Variety and types of food in school extends pupils' knowledge of diversity and wide ranging cultures

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Eliminate unlawful discrimination harassment and victimisation Fostering and improving good relations	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying To ensure difference and diversity (LGBT+) is understood and accepted and homophobia is challenged	Pupils/students continue to feel safe as they know that incidents will be dealt with promptly and fairly Increased staff awareness of how to deliver programmes of support	Whole school and specifically vulnerable and equality groups pupils/student s or those from a faith background	To review and update existing policies and procedures relating to bullying. Review policies and child friendly policy Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. Promotion of hate incident recording to pupils/students.	SLT	January 2019– July 2020	Increased staff confidence in delivering programmes of support Hate incident recording continues to be accurate and enables action to be taken quickly Continued low reporting rates of LGBT+ bullying
Advance equality of opportunity	Gender	To ensure that girls and underactive pupils (both boys and girls) are equally involved in physical activity	Improved participation of girls (and underactive pupils) in targeted sports / physical activities	Girls	Monitor attendance of girls (and underactive pupils) at extra-curricular sports clubs Survey girls (underactive pupils) and understand barriers to participation	PE Subject Leader and teachers	Sept 2019 - on-going	Increase in number of girls (and underactive boys and girls) taking part in physical activity
Advance equality of opportunity	Disability/All	To increase confidence and skills for pupils with emotional wellbeing and social needs	Pupils able to utilise taught strategies to promote their positive mental health and wellbeing	Pupils with emotional, wellbeing and social needs	Continue to train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Continue nurture groups for the most vulnerable	PHSE coordinator Emotional Literacy Support Assistant	Sept 2019 - on-going	Support programmes demonstrated high impact of support for pupils.

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Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	To liaise with disabled parents on entry to school to provide reasonable adjustment	Head Teacher Office Manager	June 2020 - Ongoing	Range of support implemented to support parents as required
Advance equality of opportunity	Other	To improve the attainment and opportunities for pupils eligible for pupil premium	Improved attainment	Children eligible for pupil premium	Continue to review pupil premium strategy annually to eliminate potential barriers for pupil premium students. Collate and analyse data relating to attainment by target group Range of opportunities to develop talents, including participation in extracurricular activities	SLT	Sept 2019 - ongoing	Improved attainment levels of pupils eligible for pupil premium
Fostering good relations	Age	To improve understanding of diversity and to challenge stereotyping	Increased positive attitudes towards each other	All year groups	Invite in members of the business community and industry to challenge stereotyping, promote diversity of opportunity.	SLT Class teacher	September 2019 ongoing	Pupils able to challenge stereotyping through broad understanding of diversity within the community and industry

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Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Leicester and the diversity within it. Continued links with schools in other countries to share cultural opportunities Increased positive attitudes towards disabled people	All year groups	Continue school links celebrating diversity Make use of diversity resources Invite in representatives from equality charities and disability groups to meet with children	SLT/PSHE co-ordinator	September 2019 – ongoing	Programme of activities shared with inner city/international schools to strengthen diversity awareness Training for staff and other adults undertaken