

Milton Road Primary School



Equality and Diversity Policy

We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.

Rae Snape - January 2025

Legal framework

We welcome our duties under the Public Sector Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including transgender, religion and belief, and sexual identity, an anchor for social and emotional learning.

The Public Sector Equality Duty (PSED) is a legal requirement for public bodies in the UK to promote equality and tackle discrimination. It's part of the Equality Act 2010.

- Eliminating unlawful discrimination, harassment, and victimisation
- Promoting equality of opportunity for all
- Fostering good relations between people with protected characteristics and those without
- Meeting the needs of people with protected characteristics
- Considering how policies and decisions affect people with protected characteristics

We also embrace our duty under the Education and Inspections Act 2006 to promote community cohesion.

We also recognise our responsibilities under the Worker Protection (Amendment of Equality Act 2010) Act 2023 (WPA 2023) which requires employers to take reasonable steps to prevent sexual harassment in the workplace. This duty came into force on October 26, 2024.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value

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

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect 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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual orientation and identity.

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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, transphobic and homophobic harassment.

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

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 are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of all gender identities.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals across our school community and beyond to ensure that those who are affected by a policy or activity are represented, and included in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people of all gender identities
- With people whatever their sexual identity.

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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all gender identities
- people, whatever their sexual identity.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

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).

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 annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in section 4 above. We are proactive in selecting resources that reflect the diversity, inclusion and equity that we celebrate in society. We are proactive in ensuring that our curriculum is not mono-cultural or euro-centric. We ensure that people celebrated through our curriculum from history, science, music or role models again, reflect the diversity, inclusion and equity that we celebrate, value and need in society.

Ethos and organisation

We ensure the principles listed under Principle 4 above apply to the full range of our policies and practices, including those that are concerned with:

- teaching styles and strategies
- selection and procurement of curriculum resources
- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Principles 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, transphobia and homophobia.
- Incidents of these will be addressed robustly and parents/carers will be informed and included in order to provide correct parental guidance

We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with, using the Prejudice-Related Incidents in Schools reporting system.

Roles and responsibilities

A member of the governing body has a watching brief regarding the implementation of this policy.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Designated Safeguarding Lead(also the Headteacher) has day-to-day responsibility for co-ordinating the implementation of the policy, but will do so working with the Deputy Head and Assistant Headteacher (both are Deputy Safeguarding Leads) and class teachers.

All staff are required to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- Use the *No Outsiders: Preparing Children for Life in Modern Britain* programme to teach children that 'Everyone is Welcome in our School.'
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- provide tailored support to children with disabilities and special educational needs
- keep up-to-date with equalities legislation relevant to their work
- Participate in training relating to the Equality Duty

Information and resources

We ensure that the content of this policy is known to all staff and governors as much as possible and, as appropriate, to all pupils and their parents and carers.

This document is published on the school's website and training is given to all staff on the expectation to comply with the legal duties.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

We use the *No Outsiders: Preparing Children for Life in Modern Britain* programme to promote Inclusion, Diversity and Equality through assemblies and lessons. This gives children wide access to learning about British Values.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We respect the right and choice of individuals and families within our community to have a religious faith or not to have a religious faith and people will be treated equally.

The Religious Education curriculum reflects the equality, diversity and inclusion we celebrate in our modern thriving society. Lessons take place about the main global religions as well as about humanism. Through RE and PHSE lessons, children learn to respect and value diversity and inclusion and develop greater compassion and understanding of viewpoints.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, national origin and national status; and gender.

Policy reviewed: May 2024

Date of next review: January 2025