



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Equality, Diversity and Inclusion Policy

Governors' Committee:	Inclusion & Equality
Adopted by the Governing Body on:	1 st December 2022
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	December 2023

A. RATIONALE

Castle Newnham values diversity and believes that equity at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Castle Newnham will adhere to all equalities legislation, including the three duties outlined in the Equalities Act 2010:

- To eliminate conduct that is prohibited by the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations across all characteristics.

B. AIM

Eliminate unlawful discrimination on the grounds of any of the protected characteristics

Promote equality of opportunity for all members of the school community

Comply with the School's equality obligations contained in The Equality Act 2010

To create an inclusive learning environment within the school where diversity is represented and celebrated

To ensure a consistent approach by all staff in order to promote equality, diversity and inclusion and ensure unhelpful or discriminatory views and comments are actively challenged and members of the school community learn from these experiences

To ensure that pupils have a developing understanding of equality, diversity and inclusion and how they can contribute to creating an ethos of inclusion and equity in our community

To create a community where everyone feels safe, secure, valued and of equal worth regardless of their background, identity or individual characteristics

Include and value the contribution of all families and our wider community to our understanding of equality and diversity

Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community

C. PRINCIPLES

Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the school community is the key to our approach.

The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010.

The protected characteristics are defined as:

- Age
- Gender
- Disability
- Gender identity or reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

Any behaviour, comments or attitudes (including 'banter') that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. This includes all members of our community, e.g. pupils, students, teaching and support staff, parents, carers, governors, multi-agency staff linked to the school, visitors to school and contractors.

D. PROCESSES

Promote openness at all stages of engagement of the admissions and recruitment processes, recognising that early awareness of need leads to better provision and arrangements.

Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have.

Offer a broad, balanced and appropriate curriculum that promotes (where appropriate) the positive contribution of different minority groups to the curriculum area and provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.

Use materials that reflect a range of cultural backgrounds, without stereotyping.

Provide opportunities for pupils to appreciate their own cultures, religions and

beliefs, identities, backgrounds, communities they represent and celebrate the diversity of others.

Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of subjects and topics that may suggest unconscious bias.

Operate a clear zero tolerance policy towards abusive or discriminatory behaviour.

Actively challenge and develop pupils' advocacy skills so they can detect stereotyping, bias and discrimination within all aspects of school life and literature, ensuring we learn from these experiences.

Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of the school community.

It is the responsibility of all staff to:

- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge.
- Support and participate in any measures introduced to promote equity of experience and outcomes, diversity and inclusion and report any issues associated with equality and diversity in accordance with this policy.
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including "banter".
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place.
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils and visitors.

The school expects staff to commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

E. MONITORING, ASSESSMENT & EVALUATION

Information to assist with the monitoring of the policy will be collected in the following ways:

- Lesson observations
- Pupil and parent feedback
- Staff feedback
- Attendance data
- Data recorded on CPOMS and Class Charts related to achievement and behaviour incidents
- Records of suspensions and exclusions
- External monitoring such as provided by the Local Authority, partner schools, Ofsted or other professional bodies.