

Introduction

High Green Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. High Green Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: 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, trade union or political activities, socio-economic background, living situation, or spent convictions. In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Inclusion Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable High Green Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not.
- Fostering good relations between those who have a protected characteristic and those who do not.

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued.
- Providing a safe environment where children and families feel comfortable in sharing their worries and concerns.
- Providing everyone with a sound understanding and knowledge of differences between groups and individuals.
- Being open and honest with children and giving them the freedom and security to question and explore issues in an age appropriate manner.
- Not being afraid to challenge views of racism, inequality and discrimination.
- Working effectively with outside agencies to ensure children and families have access to appropriate care and support.
- Including and valuing the contribution of all families to our understanding of equality and diversity.
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

Aim

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual.

We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally. We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues. We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

Our Ethos

High Green Primary School is a welcoming and caring community of children, Parents / Carers, staff and Governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a comprehensive curriculum and adaptive approaches to teaching and learning, we will enable each child to share the responsibility for becoming independent and confident learners and achievers in a continually changing world.

Through our one golden rule – **‘treat others as you wish to be treated’** we aim to develop a respect of self, others and the environment. Through developing an understanding of British Values and respect for democracy, our children will be immersed in a caring and supportive environment.

Equality, Diversity and Inclusion form the basis of our **Philosophy for Education**.

The four main principles that bind the curriculum together are Holistic, Empowerment, Family and Community, Relationships.

HOLISTIC

- Maintaining the whole child at the centre of the curriculum, ensuring equitable personal & emotional development.
- Developing independence and responsibility, perseverance and resilience.
- Developing strengths in each child and a true sense of self-worth and self-esteem, including intellectual, spiritual, moral and physical understanding.
- Developing respect for oneself whilst showing respect and tolerance for others.

EMPOWERMENT

- Children are given opportunities to make their own decisions and take responsibility for their own learning, developing self-challenge and self-motivation to become a life-long learner.
- The roots of all teaching and learning opportunities will be to inspire children to investigate, explore, research and question developing a true love of learning.
- Each child will be encouraged to recognise their own strengths and place in our community.

FAMILY & COMMUNITY

- Understanding the principle that learning begins at home. Enhanced home learning that sees the family as a full partner in and founder of child development.
- With increased understanding of learning and the curriculum, parents will be better placed to fully support their child.
- Developing a child’s understanding of life in modern Britain, cultural heritage and sense of belonging; seeing themselves as a valued member of a community; school, local, national and global.
- Promoting British values, so they can understand how to contribute to its future development and achieve economic wellbeing.

RELATIONSHIPS

- Through a range of opportunities to explore and develop relationships – personal and social, understanding the value of learning with others but also understanding the risks that new technology brings.
- Allowing children to learn through responsive and reciprocal relationships, whilst developing a deeper understanding of the value of personal and social relationships and particularly of keeping themselves safe online.

HIGH GREEN PRIMARY SCHOOL continually strives to be a community where...

- Everyone is valued and respected for being unique.
- Everyone has their own part to play in society.
- Everyone’s ability and potential to achieve success is recognised.
- Everyone is nurtured and supported depending on individual need.
- Differences are understood and celebrated.
- Tolerance and respect are the norm.

Guiding Principles of Equality, Diversity and Inclusion

Principle 1: All learners are of equal value.

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, socio-economic group, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised and celebrated.

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- *Disability/Special Educational Need– so that reasonable adjustments are made*
- *Emotional need/mental health – so that appropriate support can be given*
- *Socio-economic – so appropriate support can ensure equality of access to a range of life experiences and opportunities.*
- *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 identity*

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

Policies and programmes promote:

- *Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people, including children and people with special educational needs.*
- *Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, socio-economic groups, 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 and homophobic harassment.*

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- *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: Reducing and removing inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- *Disabled and non-disabled people/children*
- *People/children with SEN and those with no SEN.*
- *People/children of different ethnic, socio-economic, cultural and religious backgrounds.*
- *Girls and boys, women and men*

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones.

Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- *Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds*
- *Children and families with special educational needs*
- *Both women and men, and girls and boys*
- *Lesbian, gay, bisexual or transgender*

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- *Disabled people/people with special educational needs as well as those with no such need*
- *People of a wide range of ethnic, cultural, socio-economic and religious backgrounds*
- *Both women and men, girls and boys*
- *Lesbian, gay, bisexual or transgender*

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- *SEND*
- *Ethnicity, religion and culture*
- *Gender*
- *Socio-economic groups*

Implementation

- ✓ We welcome admission applications from the whole community.
- ✓ We base our admissions policy on a fair system.
- ✓ 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 /Carers and will take appropriate action where necessary.
- ✓ Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner.
- ✓ We do not discriminate against a child with a disability or special educational need or refuse a child entry to our school because of any disability or special educational need.
- ✓ We have ensured that action plans are developed for children and Parents / Carers with disabilities and/or special educational needs, so that they can participate successfully in the activities and curriculum offered by High Green School.
- ✓ We advertise our school widely in the local community and with Sheffield City Council to ensure access to the whole community.
- ✓ We try to reflect the diversity of members of our society in all our publicity and promotional materials and displays around school.
- ✓ We provide information in clear, concise language, whether written or spoken and are sensitive to the needs of families with difficulties in accessing letters and publications from school or other agencies.

School Curriculum

The curriculum offered at High Green School 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.

We do this by:

- ✓ Making children feel valued and good about themselves through the curriculum and through positive praise and reinforcement.
- ✓ Helping children to have a deeper understanding of social, emotional aspects of learning and the many causes and impact of mental health.
- ✓ Providing children with wider access to support in helping them to keep themselves safe and well; online safety, Child Line.
- ✓ Providing children with a safe to fail environment and a shared responsibility for their own learning and progress. (Mild, Spicy, Hot)
- ✓ Providing children with an environment where they feel safe to question openly and honestly, whilst showing respect for others views and opinions.
- ✓ Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- ✓ Ensuring that funding is used to support a full and equal access where it is needed.
- ✓ Ensuring access to interventions are appropriate and do not detract from access to a full curriculum.
- ✓ Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- ✓ Celebrating a wide range of festivals.
- ✓ Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- ✓ 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.
- ✓ Children with SEND and their families are fully involved in regular reviews to monitor the impact of provision and agree appropriate next steps.

Valuing Diversity in Families

- ✓ We welcome the diversity of family lifestyles and work with all families.
- ✓ We encourage children and families to contribute stories of their everyday life and share experiences with others; different religious events and festivals, working life, different cultures.
- ✓ For families who speak languages in addition to English, we will develop plans to ensure their full inclusion.
- ✓ We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food and Dietary Needs

- ✓ We work in partnership with Parents / Carers to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.
- ✓ We work closely with the catering contractors Taylor Shaw to ensure the dietary needs of children are fully met, in accordance with medical requirements.
- ✓ 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 / Carers have information about, and access to, details; times, dates, classes etc.

Recruitment

- ✓ Vacancies are advertised and all applicants are judged against explicit and fair criteria
- ✓ Applicants are welcome from all backgrounds and vacancies are open to all.
- ✓ The applicant who best meets the criteria may be offered the vacancy, subject to references and checks by the Criminal Records Bureau – this ensures a fair selection process.
- ✓ All job descriptions include a commitment to equality and diversity as part of their specifications
- ✓ We monitor our application process to ensure that it is fair and accessible.
- ✓ We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.

Staff Training

- ✓ All staff at High Green Primary School will have their professional development needs met in relation to this agenda. This includes staff across all sections (teaching, support, mid-days, office staff, etc) and support that will be provided to meet their training needs as outlined in our Developing Excellence Plan.
- ✓ New and temporary staff will be made aware of our Equality, Diversity And Inclusion Policy and other practices in relation to this.
- ✓ We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- ✓ We review our practices annually to ensure that we are fully implementing our Equality, Diversity and Inclusion Policy.

Roles and Responsibilities

All who are associated with High Green Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Governors:

- ✓ Provide leadership and drive for the development and regular review of the school's policies
- ✓ Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies.
- ✓ Highlight good practice and promote it throughout the school and wider community.
- ✓ Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders.
- ✓ Identify and recognise examples of good practice from the school.
- ✓ Ensure a consistent response to incidents e.g. bullying cases and racist incidents.
- ✓ Ensure that the school carries out the letter and the spirit of the statutory duties and equality legislation.
- ✓ Ensure this policy and its procedures are followed.

Headteacher:

- ✓ Oversee the development and regular review and implementation of equality policies and procedures.
- ✓ Consult pupils, staff and stakeholders in the development and review of the policies.
- ✓ Ensure the effective communication of the policies to all pupils, staff and stakeholders.
- ✓ Ensure that staff are trained as necessary to carry out the policies.
- ✓ Hold subject leaders accountable for equality policy implementation within their subject.
- ✓ Provide appropriate role models for all staff and pupils.
- ✓ Provide opportunities and mechanisms for the sharing of good practice.
- ✓ Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic and racist incidents.

Staff:

- ✓ Proactively following this policy and any associated guidelines.
- ✓ Provide role models for pupils through their own actions.
- ✓ Deal with racist, sexist and homophobic incidents, and tackle other forms of bias and stereotyping.
- ✓ Promote equality and good community relations and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- ✓ Keep up to date with the law on discrimination and take training and learning opportunities offered to them.

Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor:

- The achievement of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement.
- The exclusion and other aspects of the behaviour management system by protected characteristics.
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all.
- The curriculum and teaching resources to ensure that pupil's experiences are broadened and they are prepared for life in a diverse society, particularly reviewing Pupil Premium/CLA funding.
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society.
- Incidents of racist and homophobic behaviour and the way the school handles and reports them.
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages.
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stipulated.