



USWORTH COLLIERY
PRIMARY SCHOOL

Equality & Diversity Policy

Designated members of staff: Alison Forster

Chair of Governors: Alison Logan

This Equality and Diversity Policy for Usworth Colliery Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Inclusion, Race, Gender and Disability.

It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Our Commitment towards promoting Equality and Diversity in our school is to:

- seek the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments
- embrace the aim of working together with others to improve children's educational and well-being outcomes
- recognise the rights set out in the UN Convention on the Rights of the Child
- be inclusive of our whole school community – pupils/students, staff, governors, parents/carers, visitors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Guiding principles

We are guided by six principles.

Principle 1: All learners are of equal value. All teaching and support staff who work in school are of equal value.

We see all learners, potential learners and staff as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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, women and men are recognised.

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, women and men, and an absence of sexual harassment

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

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
- Whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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
- girls and boys, women and men.

Principle 6: 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
- both women and men, girls and boys.

The Context In Which Our School Works

Usworth Colliery Primary School is situated in Sunderland LA. The IDACI (Income Deprivation Affecting Children Index) indicates that a large percentage of children in school live in a deprived area. Our average IDACI score (all pupils) is higher than national (0.32 compared to 0.21).

EYFS profile data and assessment on entry data indicates that a large majority of children are below average and sometimes well below average particularly in areas of Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED).

There are approximately 150 children (at any one time) on the Special Needs Register (SEND). Many children have Moderate Learning Difficulties although instances of Autistic Spectrum Disorder (ASD), Attention Deficit & Hyperactivity Disorder (ADHD), SpLD (Dyslexia & Dyspraxia) & Speech, Language and Communication difficulties (SLCD) have increased since COVID and since the expansion of our ASD provision in school. We currently provide 26 commissioned places for pupils with an EHCP with ASD as their primary need.

The majority of the school's population is drawn from white British heritage. Of those pupils whose first language is not English, some pupils speak English fluently, although the school does admit some children who have little English. However, this demographic is changing. Due to training opportunities with a local university, many families are immigrating to the area (primarily from Nigeria) to further their study. Many of these children speak highly accented English and have experienced a very different schooling system to their peers.

The percentage of Ever 6 (those children who have or have ever been entitled to Free School Meals) is at 48%.

The catchment area is a mixture of Local Authority housing and privately-owned properties with some private landlords.

Inclusion

To provide an Inclusive Environment that promotes tolerance, understanding and consideration. The overall aims of this policy will be to:

- eliminate discrimination, harassment and victimisation
- promote equality of access and opportunity within our school and within our wider community
- promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- actively seek to remove the barriers to learning and participation that disadvantage individual pupils or groups of pupils
- work to ensure that all pupils have the same opportunities to benefit from a broad, balanced and relevant curriculum.
- determine that pupils and staff with a disability will not in principle be treated less favourably as a result of their disability.
- make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not disadvantaged.

- endeavour to anticipate the needs of pupils, staff or parents before they join the school.

Disability

Definition:

.....a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities’.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils’ and adults’ everyday lives.

Disability is not the same as special educational needs: not all children who are defined as having a disability have special educational needs, and vice versa.

Reasonable Adjustments

A reasonable adjustment is defined as being ‘any action that helps to alleviate a substantial disadvantage’.

Examples may include:

- adapting the curriculum, electronic or other materials
- the delivery of teaching providing additional services such as a sign language interpreter or materials in Braille
- training staff to work with disabled people and to provide appropriate adjustments
- the provision of information for all staff, including supply staff, working with the pupil.

There are two exceptions to the reasonable adjustments that the school has to make that apply to our school:

- the provision of auxiliary aids or services
- removal or alteration of physical features

Guidelines: Disability

Children with disabilities will:

- take part in lessons and activities alongside other children
- be given extra help and support to ensure that they fulfil their potential and will have access to the same broad, balanced and relevant curriculum as other children (subject to funding)
- be provided with the opportunity to meet, interact, play and learn alongside other children of their own age.

Detailed records will be kept of the progress made by children with disabilities.

Every effort will be made to ensure that children with disabilities are offered the opportunity to access as many areas of the curriculum and extra-curricular activities as possible.

Staff will take part in regular training about disabilities, special needs and learning difficulties.

Staff will work in partnership with parents and carers to ensure that children with disabilities, special needs and learning difficulties benefit fully from their time spent in school.

Resources will be targeted and utilised effectively and efficiently, to ensure that children with disabilities fulfil their potential.

The school will identify children with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion.

The school will engage in early intervention, target-setting and regular monitoring of children with disabilities and those at risk of underachievement.

Gifted and talented children will be given the additional support and encouragement required to ensure that they fulfil their potential.

Appropriate use will be made of external support services to ensure that children with disabilities fulfil their potential.

Guidelines: Race, Religion and Belief:

When appropriate, lessons and activities will celebrate cultural diversity and promote racial harmony.

When appropriate, children will have opportunities to discuss bullying and prejudice.

When appropriate, children will have opportunities to discuss things that people share in common and things that make people different and special.

Lessons and activities will reflect the ethnic, cultural and religious diversity of the school, and of society locally, regionally and nationally.

Collective Worship will be used to reflect the diverse range of faiths, beliefs and cultures in our society. Resources will portray people in ways which are positive and non-stereotypical, no matter their religion, belief, ethnicity or cultural group.

Accurate information will be kept about the ethnic origin, first language, religious affiliation and dietary needs of all children.

Members of all ethnic, cultural and religious groups will be welcomed and valued.

Racist incidents will be dealt with in an effective and consistent manner.

Children will be discouraged from using language that makes fun of people because of their religion or beliefs, and they will be commended when they challenge such language.

Children will have opportunities to learn about the harmful effects of prejudice, religious prejudice, racism and stereotyping.

Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race, religion and belief.

Guidelines: Gender:

Registers will list children alphabetically, thereby not separating boys from girls.

All children will have equal access to all lessons and activities.

Boys and girls will be encouraged to line up together.

We expect all children to have a go at everything the school provides.

We expect boys and girls to perform equally well in all lessons and activities.

All children will be encouraged to make equal use of all the resources and facilities in the school.

Resources will show girls, boys, women and men engaged in non-stereotypical roles and activities.

Children will be given activities which encourage collaborative skills.

The achievement of boys and girls will be carefully monitored.

Guidelines: Age and Sexuality:

All children will have equal access to all lessons and activities.

All children are expected to do as well as they can at everything the school provides.

All children are expected to perform to their potential in all lessons and activities.

All children will be encouraged to make equal use of all the resources and facilities in the school.

Resources will portray people in ways which are positive and non-stereotypical, no matter their age or sexuality.

Children will be discouraged from using ageist or homophobic language, and they will be commended when they challenge such language.

Policy into Practice

Opportunities for addressing equality and cohesion exist within:

- Whole school assemblies
- Collective worship
- PSHCE
- Circle time
- Other curriculum areas, particularly History, Geography, RE and Literacy
- School systems and structures.
- use opportunities, through assemblies and collective worship, to deal with issues of prejudice.
- maximise opportunities to celebrate the richness and diversity of different faiths and cultures through our calendar of Multi-Faith/Multi-Cultural celebrations (e.g. Hajj, Chinese New Year, Holi, Summer Solstice etc)
- use opportunities through national awareness-raising events to encourage reflection on prejudice (e.g. Remembrance Day, Anti-bullying week)
- display work from all pupils with achievements in any areas of the curriculum in school.
- ensure the materials and content of lessons, particularly when using media images, cover a wide diversity of different cultures and people
- provide support for children to access the curriculum including specialist teacher support for EAL pupils and quality interventions for pupils with SEN.
- provide opportunities for pupils, parents and staff to have a voice including school council and parents' meetings.

Relevant legislation and best practice advice:

We are aware of our responsibilities in relation to:

1970 Equal Pay Act
1974 The Rehabilitation of Offenders Act
1975 Sex Discrimination Act
1976 Race Relations Act
1988 Education Reform Act
1995 Disability Discrimination Act
1997 The Protection from Harrassment Act
1998 Human Rights Act
1999 Macpherson Report into the Stephen Lawrence Murder Inquiry
2000 Race Relations (Amendment) Act
2000 The Part Time Workers Regulations
2001 Special Educational Needs and Disability Act
2002 Statutory Code of Practice on the Duty to Promote Race Equality
2003 The Employment Equality (Religion or Belief & Sexual Orientation)
2006 Equality Act
2006 Sexual Orientation Regulations
2010 Equality Act

An Accessibility Plan is in place which identifies actions and specific commitments to ensure continued overview of issues relating to disability and discrimination.

The Equality Act (2006 & 2010) refers to the Governing Body as the 'responsible body'. The responsible body is liable for the actions of the school as a whole.

A named Governor and the Headteacher will jointly discharge the responsibilities, ensuring that we meet our obligations.

The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All staff are committed to the policy of not discriminating against pupils, parents or staff on the basis of disability, faith, race, gender, age or sexuality.

Parents or carers are asked to keep the school informed about any relevant issues, so that we can work together to resolve them.

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 groups or teams.

Monitoring and evaluation

We collect, analyse 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 relating to attendance, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender.
- Prejudice related incidents are monitored by the governing body on a termly basis and reported to the Local Authority on an annual basis.
- Pupil perceptions are evaluated through group interviews as part of the school's routine monitoring and evaluation.
- School's Self-Evaluation Form.

Evaluations based on this data will be reported to the Governing Body on an annual basis.

The designated governor for Special Educational Needs is also responsible for areas of practice referred to in this policy; Disability Discrimination, Race, Gender, Age & Sexuality.

It is this governor's responsibility to keep the Governing Body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. This governor also liaises with the LA and other external agencies.

The Headteacher will implement and provide an overview of the systems in place relating to all aspects of this policy.

Agreed date: November 2012

Review dates: October 2014, December 2018, December 2021, July 2024

Next review: July 2025 (unless amendments are required before)

Signed *A Forster*
Headteacher

Date: June 24

Signed *A Logan*
Chair of Governor

Date: June 24