

# Hope Brook Church of England Primary School



## Equality and Diversity Policy

The staff and governors are committed to the development of each child in a positive, healthy and respectful learning environment to encourage all children to achieve their fullest potential.

We want all the children and adults to achieve success through their own efforts, teamwork, self-discipline and motivation; and through links with the Church, the local community and the global community, work towards a better future for themselves and the world in which they live.

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting or social and emotional development.

#### **Related Policies/Documents:**

Anti-Bullying Policy  
Charging and Remissions Policy  
Disability Equality Policy and Accessibility Plan  
Health and Safety Policy and Risk Assessments  
Teaching and Learning Policy  
Additional Needs Policy

#### **Introduction**

This policy statement outlines the commitment of the staff and Governors of Hope Brook School to ensure that equality of opportunity is available to all members of the school community. These include: pupils, teaching staff, parents, governors, visitors to the school, students on placement and volunteers.

The Equality Act 2010 protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

Equal opportunities permeate all aspects of school life and are the responsibility of every member of the school community. The responsibility for keeping the issue of equal opportunity as a high priority at all times and in all areas, is that of the Head Teacher.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, ability, disability, belief, age, marital status, nationality/citizenship, sexual orientation.

**Definition:** In the context of the school we feel the most appropriate definition is: Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are.

#### **Ethos and Atmosphere**

- At Hope Brook School we recognise that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- The school promotes an ethos of honesty and openness
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

#### **Learning Environment**

- We have consistently high expectation of all pupils. Pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- The adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a high priority on the provision for each child's educational needs including those with additional needs.
- Within our school environment, we aim to provide equal access to all facilities and resources.

#### **The taught curriculum**

- At Hope Brook School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National and EYFS Curriculum

- Our planning takes account of the differing needs of pupils and their progression.

## **Resources and Materials**

The provision of good quality resources and materials within Hope Brook School is a high priority. These resources should:

- reflect the world as an ethnically and culturally diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society including those with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of the school community

## **Language**

We recognise that it is important at Hope Brook School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups (identified at the beginning of this document)
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

## **Provision for Bilingual pupils**

We undertake at Hope Brook school to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in English we believe that their home language should be celebrated and respected.

## **Staffing and Staff Development**

We are bound by the legal requirements of the Equality Act 2010 and guided by the Gloucestershire Policy on Equal Opportunities in Employment.

We recognise the need for positive role models and distribution of responsibility among staff.

We aim to include access to both male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour eg

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, Anti-Bullying Policy). Children are taught to be alert to the different forms of bullying and what to do if they experience it.

## Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Head Teacher who will be responsible for working closely with the Governors responsible for this area. The Head Teacher and Governors will monitor the following to determine whether there are any emerging patterns which need to be addressed:

- assessment results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance.

## Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with additional needs
- who have difficulties accessing the school
- who speak English as an additional language
- who have frequent moves and/or lack stability leading to time out of school
- who as children are caring for others
- who come from homes with low income and/or inadequate home study space
- who experience bullying, harassment or social exclusion
- with low parental support or different parent expectations
- with emotional, mental and physical well being needs
- who exhibit challenging behaviour
- who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date of policy: May 2019

Date of review: May 2024

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday 22<sup>nd</sup> May 2019, and will be reviewed in five years.

Signed .....

Chair of Governors

Signed S. Savem .....

Headteacher

## Changes to legislation:

Equality Act 2010, Section 149 is up to date with all changes known to be in force on or before 05 May 2019. There are changes that may be brought into force at a future date. Changes that have been made appear in the content and are referenced with annotations.

### **149Public sector equality duty**

(1)A public authority must, in the exercise of its functions, have due regard to the need to—

- (a)eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c)foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2)A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3)Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a)remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b)take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c)encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4)The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5)Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a)tackle prejudice, and

(b)promote understanding.

(6)Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7)The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;

- sexual orientation.

(8)A reference to conduct that is prohibited by or under this Act includes a reference to—

(a)a breach of an equality clause or rule;

(b)a breach of a non-discrimination rule.

(9)Schedule 18 (exceptions) has effect.