



Equality, Inclusion and Diversity Policy

January 2024

Version 1.2

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1 Introduction

- 1.1 This policy outlines the school's approach to equality, inclusion and diversity. It describes how the school is meeting its statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

2 Background

- 2.1 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

3 Definitions

3.1 Equality

Equality means making sure that everyone is treated fairly and with dignity and respect. It means challenging discrimination and removing barriers, so that everyone has opportunities to achieve their desired outcomes.

3.2 Diversity

Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. This means promoting an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

3.3 Inclusion

Inclusion is providing a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted. Everyone should be able to contribute and have a voice. This may mean making reasonable adjustments to facilitate participation.

4 Legislation

4.1 This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Working Together to Safeguard Children](#)
- [Early Years Foundation Stage Statutory Framework](#)
- [Teacher Standards](#)
- [Equality Act 2010](#)
- <https://www.gov.uk/discrimination-your-rights>

4.2 The Equality Act – Protected Characteristics

Schools must ‘*promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation*’.

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- *age*
- *disability*
- *gender reassignment*
- *being married or in a civil partnership*
- *being pregnant or on maternity leave*
- *race including colour, nationality, ethnic or national origin*
- *religion or belief*
- *sex*
- *sexual orientation*

4.3 The Equality Act - Protection from discrimination

The Act protects people in various settings, including the workplace and educational establishment. People are specifically protected from:

- **Direct discrimination.** *This means treating one person worse than another person because of a protected characteristic.*
- **Indirect discrimination** *This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one.*
- **Harassment.** *This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment.*
- **Victimisation.** *This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so.*

5 Approach

Our approach to equality, inclusion and diversity is based on 7 key principles:

- 5.1 **All learners are of equal value**, whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 5.2 **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 5.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 5.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5.5 **We observe good equality practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 5.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- 5.7 **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

6 Promoting equality of opportunity between different groups

- 6.1 We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

- 6.2 We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS.
- 6.3 We collect, analyse and use data in relation to attendance and exclusions of different groups.
- 6.4 We use a range of teaching strategies that ensures we meet the needs of all pupils.
- 6.5 We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 6.6 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 6.7 Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.
- 6.8 We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

7 Eliminating discrimination, harassment and victimisation

- 7.1 We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- 7.2 We are aware of the reasonable adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- 7.3 The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion, or training opportunities.
- 7.4 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- 7.5 Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

8 Addressing prejudice and prejudice-based bullying

- 8.1 The school challenges all form of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality; prejudices around disability and special educational needs; prejudices around race, religion, or beliefs; prejudices around gender and sexual orientation
- 8.2 Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

9 Behaviour, Exclusions and Attendance

- 9.1 The school's policies on pupil discipline, anti-bullying and attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups and act promptly to address concerns.

10 Roles and Responsibilities

- 10.1 The school's **governing body** ensures that this policy and its related procedures and action plans are implemented. The governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school.
- 10.2 The **Headteacher** 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 and reporting these as appropriate
- 10.3 All **teaching and support staff** will
- *promote an inclusive and collaborative ethos in their classroom*
 - *challenge prejudice and discrimination*
 - *deal fairly and professionally with any prejudice-related incidents that may occur*
 - *plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability*
 - *maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.*
 - *support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult*
 - *keep up-to-date with equalities legislation relevant to their work.*

- 10.4 All **visitors** to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

11 Equal Opportunities for Staff

- 11.1 We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. To this end we are following the Oxfordshire County Council's Policy for Equality and Diversity.

12 Links to other documents

- 12.1 Please also see our other policies:

- *Behaviour Management policy*
- *Anti-bullying policy*
- *SEND policy*
- *Admissions policy*
- *British Values policy*

13 Complaints

- 13.1 Complaints arising from the operation of this policy will be dealt with in line with our Complaints Procedure.

14 Dissemination

- 14.1 The Policy is available on the school web site and a paper copy can be obtained from the main school admin office on request.

15 Reviewing the policy

- 15.1 This policy will be reviewed annually by the Head teacher and monitored by the Chair of Governors with changes made to ensure that the Policy is relevant and up to date .

Appendix 1 SCPS Equality Objectives 2022 – 2026

Our two main objectives are to ensure that all pupils reach their potential, and that our curriculum reflects modern, diverse Britain.

Intent	Implementation	Timescale	Impact
To ensure that all pupils reach their potential in all possible areas whilst at Sonning Common Primary School	To regularly monitor and analyse pupil achievement and progress by gender, economic background (PPG), ethnicity and disability, and act on patterns in the data that require additional support for pupils. Ongoing data analysis.	Review data at the end of term 2, term 4 and term 6. If there are any variances between groups, put interventions into place to secure 'good' outcomes for all pupils.	All pupils within all groups of pupils, regardless of gender, economic background (PPG) ethnicity and disability will achieve their potential academically through careful monitoring of academic performance.
	To regularly monitor and analyse the participation rates in clubs within school by gender, economic background (PPG), ethnicity and disability and act on patterns in the data Ongoing data analysis.	Review data at the end of term 2, term 4 and term 6. If there are any variances in the characteristics of pupils attending between different groups, put interventions into place to secure equality of opportunity for all pupils.	All pupils regardless of their gender, economic background (PPG) ethnicity and disability will have equality of opportunity to attend clubs.
To ensure that we build a curriculum which reflects modern Britain and its diversity.	Subject Leaders and members of the Senior Leadership Team to audit current Long Term and Medium Term schemes of work to ensure that they reflect modern Britain and its diversity.	Initial review to start term 3 of 2021-2022 academic year ready for implementation September 2022. Starting with schemes of work for British Values, PSHE, Religious Education, History, Assembly Themes.	Our whole school curriculum will meet the needs of its pupils in educating them to be citizens fit for modern life in Britain's diverse society.
	All teaching and support staff of SCPS to attend workshops on: 1. Discrimination 2. Unconscious Bias to ensure that staff are equipped to build a curriculum that reflects modern Britain and its diversity.	Starting September 2022.	Staff will feel educated and empowered to discuss issues appropriately and sensitively.

Appendix 2 Review of SCPS Equality Objectives 2022-2023

Evaluation of the objectives 2022-2023

Intent	Implementation	Review	Nest Steps
To ensure that all pupils reach their potential in all possible areas whilst at Sonning Common Primary School	To regularly monitor and analyse pupil achievement and progress by gender, economic background (PPG), ethnicity and disability, and act on patterns in the data that require additional support for pupils. Ongoing data analysis.	Reviewing data after term 2, term 4 and term 6. We have found that despite bespoke interventions being put into place there are still differences in attainment between PPP and SEN pupil groups and non-PPP and non-SEN.	We will continue to refine our offer of interventions and continue to evaluate the impact of what we do.
	To regularly monitor and analyse the participation rates in clubs within school by gender, economic background (PPG), ethnicity and disability and act on patterns in the data. Ongoing data analysis.	Reviewing attendance at after school clubs. There are no barriers to prevent any pupil from any group from participating in after school activities.	Our next question will be to establish how we can increase participation rates through trialing different sports and clubs after school.
To ensure that we build a curriculum which reflects modern Britain and its diversity.	Subject Leaders and members of the Senior Leadership Team to audit current Long Term and Medium-Term schemes of work to ensure that they reflect modern Britain and its diversity.	Our Medium-Term Plan for all foundation subjects was reviewed. We now have a new whole school curriculum that can be built upon. It now reflects modern day Britain much more than before.	All staff will evaluate our newly amended schemes of work at the end of 2024 and adjust as necessary to take account of updated resources available.
	All teaching and support staff of SCPS to attend workshops on: 1. Discrimination 2. Unconscious Bias to ensure that staff are equipped to build a curriculum that reflects modern Britain and its diversity.	All school staff attended Equality and Diversity training in January 2023. As part of this workshop staff covered the topic of unconscious bias.	Training will be delivered every two years with the next course to take place in January 2025.