



**Beaumont
Primary
School**

A Learning Community Partnership

Policy for Inclusion with Equality and Diversity



Equal Opportunities Statement

This is based on the recognition that unfair and discriminatory practices do affect certain groups of people within our society and schools are not exempt from this.

This Equal Opportunities Statement is based on our drive for school improvement where we are creating the Teaching and Learning conditions in which all members of a school's community can maximise their achievement potential, and thus raise standards of attainment for all.

We aim to promote racial, gender and social equality, counteract racism and foster good relations between everyone within the school community.

Beaumont Primary School

Policy for Equality and Diversity

Ethos and Aims

Beaumont Primary School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Beaumont Primary School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of discrimination, while at the same time acknowledging the cultural and educational needs of all our pupils. We promote British values which are identified as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These shared values are reinforced regularly through the curriculum for social, moral, spiritual and cultural education.

We are committed to giving all of our pupils whatever their age, ability, gender, race or background equality of opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of gender, race, colour, ethnic or national origin, age, sexual orientation, disability or religious belief. We aim to reflect the diverse nature of our wider society and that within our school to ensure that the education we offer fosters positive attitudes to all people.

We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes and practices do not prevent any child from fulfilling his or her potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

Guiding principles

In fulfilling all legal obligations, and at the same time encouraging Beaumont's shared vision of fostering positive relationships between every child and adult associated with the school, we are guided by seven principles.

Principle 1: All learners are of equal value

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

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

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: 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
- whichever their gender, marital status or sexual orientation.

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

In addition to avoiding or minimizing possible negative impacts, we take opportunities to maximize 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: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: 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.

Practice

As a school, we incorporate LA guidelines for Equal Opportunity into our primary practice, policies, procedures and staff training and development. Strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- More able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers

The principles of equal opportunity apply to the full range of our policies and practices, including those which are concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and personal development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individual and groups of children. We meet these needs through a range of measures, including:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect a range of cultural backgrounds, without stereotyping
- Promoting attitudes and values that will challenge negative behaviour
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Providing educational visits and extra-curricular activities that reflect all pupil groupings
- Taking account of the performance of all pupils when planning for future learning and setting challenging targets

Teaching and Learning

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use

materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure children:

- Feel secure and know that the contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

Gender equality

Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning, teaching styles and learning materials.
- Materials are selected carefully for all areas of the Curriculum to avoid sexual stereotypes and gender bias.
- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together.
- Opportunities, where possible, are given for children to work with male and female teaching and non-teaching staff.

Equality is demonstrated when giving / delegating responsibility and noting the achievements of children.

Racial Equality

In the school we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident will report it to the Senior Management Team who follow these agreed procedures:

- Investigate the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong at an appropriate time;

- inform the class teacher(s) of both the victim and the aggressor and the SLT record what happened in the incident book (kept in the main office);
- inform both sets of parents, if appropriate.
- All racist incidents are recorded and reported to the Board of Governors and the LA by the Headteacher.

Religious observation

We respect the religious beliefs and practices of all our staff, pupils and parents; and comply with reasonable requests relating to religious observance and practice.

Roles and Responsibilities

The Board of Governors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. A member of the Board of Governors has a watching brief regarding the implementation of this policy.

The Head Teacher 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.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and around the school
- Model good practice in line with all the principles of equal opportunities
- Deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Adapt their teaching practices to suit the learning for children of all ability levels
- Keep up to date with equalities legislation relevant to their work

Addressing prejudice and prejudice-related bullying

Children are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children.

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the Staff Code of Conduct on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Monitoring and Evaluation

Beaumont Primary School recognises the value of evaluating and monitoring equal opportunities. Measures to ensure our practices are robust include:

- Provision mapping with regard to individual pupil needs
- Reviewing attendance and punctuality – analysing reasons for absence – where patterns affect particular groups of children.
- Reviewing the quality of relationships between different groups of children.
- Analysing the attainment and progress of pupils, highlighting significant variations in attainment among pupils of different gender, ethnicity or background.

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Board of Governors.

Staffing

We provide all staff at Beaumont Primary School with equal opportunities. No teaching or non-teaching post is gender-specific and, when appointing staff, recruitment procedures recommended by the LA are followed.

Tasks, duties and responsibilities are allocated without discrimination. Men and women are encouraged to teach all age groups. All staff have equal access to professional development and posts of responsibility, subject to Continuous Professional Development, School Improvement Plan and Finance.

All members of staff have the opportunity to review regularly practices and approaches involving equal opportunity in team meetings.

Links to other school policies

- Accessibility Plan
- Attendance Policy
- Behaviour and Discipline Policy
- British Values Policy
- More able, Gifted and Talented Policy
- Personal, Social, Health and Citizenship Education Policy
- Prevent Duty and Anti-Radicalisation Policy
- Recruitment and Selection Policy
- Safeguarding Policy
- Sex and Relationship Education
- Sexual and Racial Harassment Policy
- Special Educational Needs & Disability Policy
- Spiritual, Moral, Social and Cultural Development Policy

Policy of Equality Statement

The Board of Governors and School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Date: Spring Term 2020

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