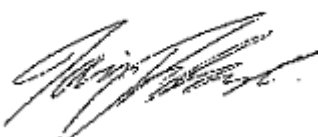


Equality, Diversity and Inclusion Policy
Statutory Policy



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Date of Approval: April 2023	
This policy will be reviewed in full by the LPP Committee every 4 years.	
Date for Review: April 2027	
Signature 	Date April 2023
Head Teacher	
Signature 	Date April 2023
Chair of Governors	

1: Aims

At Summerville Primary School, we are committed to ensuring equity of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all and celebrates diversity.

At Summerville we welcome our duties under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2: Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

In addition to these protected characteristics, we will not tolerate discrimination on any other grounds.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3: Ethos and Values

Our approach to equality is based on 7 key principles:

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.
2. We recognise, respect and value difference. 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, work and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
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. We observe good equalities 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.
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.
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.

4: Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sana Dar. They will:

- Meet with the designated member of staff for equality twice a year to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Ensure that the school carries out its statutory duties effectively
- Initiate and oversee the development and regular review of equality policies and procedures
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every twice a year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

5: Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every October during the Safeguarding update.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Disability

At Summerville, we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils
- ensuring that the access needs of pupils, staff and visitors are met

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

6: Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing and determine strengths and areas for improvement, implementing actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

7: Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures and by a diverse range of authors
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, each talking group has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8: Equality Considerations in Decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9: Our School's Equality Objectives

See equality objectives document on website

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For more information on our Equality Objectives, please see our Equality Objective Plan.

10: Links With Other Policies and Documents

This document links to the following policies and documents:

Equality Act 2010

Teacher Standards

Accessibility Plan

Equality Objectives Plan

Disciplinary Policy

Whistleblowing Procedure

Grievance Procedure

Pay and Appraisal Policy

Safeguarding Child Protection Policy

Dealing with Allegations Against a Member of Staff

Complaints Policy

Behaviour Management Policy

Supporting Pupils with Medical Conditions Policy

Special Educational Needs Policy

Anti-bullying Policy

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document