



POLICY: Equality and Diversity Policy	SIGNATURE CHAIR OF GOVERNORS: 
DATE APPROVED: October 2021	
FREQUENCY OF REVIEW: Every 4 years	
DATE OF NEXT REVIEW: October 2025	

EQUALITY AND DIVERSITY POLICY

INCLUDING OXLEY'S EQUAL OPPORTUNITIES STATEMENTS

FOR OXLEY PRIMARY SCHOOL

VERSION: OCTOBER 2021

At Oxley Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.

Adults should expect employment practises to be fair and transparent (see Equalities Policy for staff employment. The school works within the expectations set out by the local authority (LA) as well as what is set out in the 'Comprehensive Equality and Diversity Policy' of the LA.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

VALUING DIVERSITY

At Oxley Primary School, we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation (Equality Act 2010), discrimination still exists, and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults

- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher can tackle the issue appropriately

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

At Oxley Primary School, we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light.

Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in the delivery of our curriculum.

EQUALITY ISSUES IN RELATION TO RELIGION

At Oxley Primary School, we teach our children/adults to understand and value the religions and religious beliefs and practises of their peers. We may arrange visits to a variety of places of worship (Church, Gurdwara, Mandir, Mosque, Synagogue, Temple) as part of our RE work, we learn songs in a range of other languages to celebrate cultural diversity.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION

At Oxley Primary School, we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

EQUALITY ISSUES IN RELATION TO CHILDREN/ADULTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised, and the curriculum modified so that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologists and Speech and Language Therapists etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

CROSS-CURRICULAR ISSUES

Our Curriculum gives our children the opportunity to learn about other cultures and different ways of living. We ensure that issues of equality and diversity are central to the curriculum as well as reflecting the interests and backgrounds of all the children.

At Oxley Primary School we monitor this carefully in order to ensure our policy is working at the operational level.

LIAISON WITH THE WIDER COMMUNITY

We involve the community in the following ways:

- we invite and encourage speakers who come from a variety of cultures, and communities to visit our school
- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship

PARENTAL\VOLUNTEER INVOLVEMENT

Oxley Primary School is an open and welcoming school and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

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ome School liaison and communication are promoted through the school's website. Parents/carers can access information of events etc. easily as well as school policies.

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Oxley Primary School All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

WHISTLEBLOWING

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes place annually. This is an opportunity:

- to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- raise levels of attainment in core subjects for vulnerable learners.

- to monitor and support attendance of all groups of children in school.

RELATED POLICIES

- Anti-bullying policy
- Appeals procedure
- Complaints policy
- SEND Policy
- Grievance procedure
- Whistle blowing policy

EQUAL OPPORTUNITIES POLICY STATEMENTS

All employees have a contractual obligation to comply with this policy and the school's Equal Opportunities Policy statements as set below:

Disability

The Governing Body is committed to eliminating unlawful discrimination and promoting equality of opportunity in the field of employment and education. It will, therefore, fulfil its legal obligations in accordance with the Equalities Act 2010 and any related or subsequent legislation including seeking to identify and remove all unjustified direct and indirect discrimination.

The Governing Body will not discriminate against candidates applying for vacancies within the school. Special consideration will, therefore, be given to application forms, interview arrangements, terms and conditions of employment and staff development opportunities where necessary.

The Governing Body will seek to avoid direct and indirect discrimination by not making assumptions about a person's disability and promoting equal opportunities.

Where necessary, professional advice on whether an impairment is covered by the Equalities Act 2010 will be sought and appropriate workplace risk assessments carried out.

The Governing Body, wherever possible and practicable, will agree to make reasonable adjustments which will assist a person with a disability such as adjustments to premises; acquiring or modifying equipment and other resources and allowing time off for rehabilitation, assessment or treatment. Local authority advice will inform the Governing Body's consideration of any reasonable adjustments that may be required.

Race Equality

The school recognises that people from ethnic minority groups face discrimination and recognises its general duty to promote race equality as set out in the Equalities Act 2010 to eliminate unlawful discrimination; promote equality of opportunity and promote good relations between individuals of different racial groups.

In order to achieve this, the Governing Body will give full and fair consideration to all applicants, regardless of their ethnic origin, based solely on their ability to do the job and give equal opportunity for training, career development and promotion for employees. The school will ensure that information provided by the school is accessible and, where necessary, targeted at ethnic minorities or other identified groups. Any recommendations from the LA as a result of their consultations with the Racial Equality Council, other minority community groups and trade unions will be considered and where necessary implemented.

Religion or Belief

The Governing Body is opposed to all forms of religion or belief based discrimination. It recognises that decisions and practises relating to employment and vocational training should not be based on an individual's religious beliefs or lack of them.

The school's policy is to protect the right of individuals, regardless of their religion or belief, and will work for the eradication of all forms of discrimination on these grounds through training, awareness raising and implementation of anti-harassment procedures.

The Governing Body respects an individual's right to follow and practise a particular religion, religious or similar philosophical belief and give equal respect to those individuals who do not do so. Within the school, we encourage a culture which allows individuals to be open about their religious beliefs or otherwise.

Sex Equality

The Governing Body is opposed to all forms of sex based discrimination and will respect the right to dignity of all women and men. It will continue to strive to achieve equality of opportunity, while attempting to recognise and address historical and gender-specific discrimination. The Governing Body will:

- Recognise family and caring responsibilities through the continued development of family friendly and carer support policies and provisions.
- Recognise that career patterns are often disrupted because of caring responsibilities and provide appropriate training and career development opportunities.
- Challenge sexist attitudes and practises both within the school and external organisations with which the school may deal.
- Give full and fair consideration to applications for employment from individuals, based solely on their ability to do the job and give equal opportunity to training, career development and promotion for employees regardless of gender.
- Develop specific initiatives, where required, to address gender imbalances within the school.
- Ensure that information, publicity and advertising over which the school has control or influence is non-sexist and uses positive images and language.

Sexuality

The Governing Body recognises its general duty to protect people at work and in vocational training from discrimination on grounds of sexual orientation in accordance with the Equalities Act 2010.

The Governing Body is opposed to all forms of discrimination against lesbian women, gay men, transsexual, bisexual or heterosexual men and women. It recognises that decisions and practices relating to employment should not be based on the assumption that everyone is, or should be, heterosexual.

The school's policy is to protect the rights of individuals, regardless of their sexuality, and will work for the eradication of all forms of discrimination on these grounds through training, awareness raising and implementation of anti-harassment procedures.

The Governing Body respects an individual's right to define their sexual identity and will act to protect the dignity of women and men at work. The school will work towards enabling employees to feel safe in being open about their sexual identity.

Age Equality

Ageism is discrimination based on preconceived ideas of an individual's capabilities at certain stages in their lives and is often targeted at younger and older people. The school is opposed to discrimination on the grounds of age.

The Governing Body will:

- Ensure that age is not a barrier to recruitment, selection, promotion, training or personal development.
- Ensure that age will not be considered adversely where redundancy and retirement may apply.
- Seek to eliminate age discrimination through education and training.