

Forty Hill CE Primary School

Equalities and Diversity Policy



Introduction

We believe that at Forty Hill CE Primary School, our attitudes and behaviour are based on the fact that every member of the school community is of equal importance in the eyes of God. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity. Everyone is equal and we treat each other with dignity and respect.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

This policy explains our vision and commitment to equality of opportunity and the respect for diversity as a provider of quality experiences for the children and adults within our school community. Our vision and values shape everything we do at the school, and espouses our commitment to equality and diversity, providing opportunities for all our children to flourish and live life to the full.

Our Vision

that our safe and welcoming Christian community gives every child every opportunity to be **fulfilled, healthy and successful.**



Our Values

to develop **confidence**,
respect and **determination**,
create **friendships**,
learn **forgiveness**,
and share in **celebration**



Fulfilled Healthy Successful

Purpose of the policy

The Equality Act 2010 and 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 age, disability, sex (gender), race, mental health issues, religion or belief, gender reassignment or sexual orientation.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Our approach to equality is based on the following 6 key principles:

1. All learners are of equal value

Whether or not they are disabled, suffer from mental health issues, whatever their race or ethnicity, culture, 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, all learners at Forty Hill are recognised as learners of equal value. These factors are also considered when developing and evaluating our curriculum.

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, mental health, race, ethnicity, gender, religion, belief or faith, sexual orientation and financial position. We believe that diversity is a strength, which should be respected and celebrated by all those who learn at, teach at, support and visit Forty Hill CE Primary School.

3. We foster positive attitudes and relationships

We pride ourselves on being a school which places Christian Values at the heart of everything we do. At Forty Hill, we actively promote positive attitudes and mutual respect between groups and communities different from each other, encouraging our children to articulate and discuss their beliefs, or lack thereof, and differences on an even platform.

4. We foster a shared sense of cohesion and belonging

We want all stakeholders 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. To this end, we welcome the support of our Association of Parents and Friends (APF) and class representatives, as well as our Governors, who give up their time, voluntarily, to support and promote the school within the local community. Our curriculum also encompasses a local unit, where children spend time looking at, and visiting, areas of the local community. We have strong links with our Parish Church, Jesus Church and a good relationship with Forty Hill and the Tottenham Hotspur Training Ground.

5. We observe good equalities practice for our staff

At Forty Hill, 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, regardless of gender, disability, race, religion or any of the protected characteristics. Policies are updated regularly and agreed by the Governing Body to ensure up-to-date practices are adhered to.

6. We have the highest expectations of all our children

We pride ourselves on being an inclusive school with a strong Christian ethos. We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have an active learning and teaching style, expecting all pupils to make good progress and achieve their highest potential. We encourage our children to challenge poor and extreme behaviour of any kind, educating the children on British Values and online-safety. Our staff strive to deliver the highest standards of education for all groups, including the most vulnerable groups, promoting academic excellence as well as emotional well-being for all.

Eliminating discrimination, harassment and victimisation

We actively promote equality and diversity through our values, the curriculum, focus weeks and by creating an environment which champions respect for all. All staff have had training on radicalisation and the Prevent Duty, enabling them to challenge any extremist views.

The school challenges all forms 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 belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

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 or gender reassignment.

Behaviour, Exclusions and Attendance

The school's Behaviour Policy takes full account of the duties under the Equality Act. The school's Christian Values are woven into our day-to-day conversations and we prepare our children to be articulate and confident to challenge poor or extreme behaviour. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on behaviour, attendance, absence and exclusions from school for evidence of over-representation of different groups and take action promptly to address concerns, involving parents and outside agencies as appropriate. Data is held on our Management Information System (MIS) ScholarPack. The information is scrutinised by Governors who are responsible for ensuring that no group is being disadvantaged.

What we are doing to foster good relations

As a CE School rooted in Christian Values, we consider it a necessity to prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

At Forty Hill, we provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events and guest speakers.

Equal Opportunities for staff

Forty Hill CE Primary is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. Where appropriate, we will provide training, guidance and information to enable them to do this. We count on the support of pupils, parents, staff, governors and the wider community to ensure that all people are valued and treated fairly in our diverse multi-cultural society.

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Headteacher and Leadership Team

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.

Teaching and Support Staff

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. In addition to this, all teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom and will challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles
- Provide materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- 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

Parents and Carers

Parents and carers are expected to support our commitment to equality and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Visitors

All visitors to the school, including those that the school has chosen to invite for curriculum visits or other purposes, are expected to support our commitment to equality and comply with the duties set out in this policy. We will provide guidance and information where necessary to enable them to do this

Staff Development and Training

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 Headteacher and Governing Body.

Monitoring the Equalities and Diversity Policy

In order to ensure that the work we are doing on equality and diversity meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evenings, parent reps forum and Governors' meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's' attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- we keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan, Self-Evaluation review, school policies (including: Anti Bullying and Behaviour) and information on the school website, and frequently within our fortnightly newsletters. There are also references in the minutes of meetings involving governors, the whole staff, the senior leadership team, class parent representatives and school council.

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