



**West Monkton Church of England School**

# **Equality & Diversity Policy**

**January 2023**

Review: January 2027

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# West Monkton Primary School Policy on Equality and Diversity

The Equality and Diversity Policy aims to set out aims, expectations and procedures in relation to community cohesion, equality and diversity within the school environment. It covers disability, gender, race and ethnicity- in response to the statutory duty of schools to publish disability and gender equality schemes and a race equality policy. At West Monkton we strongly believe that everyone should have the courage and confidence to fly- a value reflected in these policies.

## Equality Aims and Values

The aim of our Equality Policy is to ensure that pupils, parents, staff or any member of the public who interacts with the school receives less or more favourable treatment on any grounds that cannot be legally or morally justified. This covers race, ethnicity, nationality, religion or belief, gender, sexual orientation, gender reassignment, disability, age, political belief or socioeconomic background. The principles of this policy apply to pupils, parents, staff and all involved with the school at any time.

## Building a Cohesive and Equal Community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities;
- Encourage all children and families to feel part of the wider community;
- Understand the needs and hopes of all our communities;
- Eliminate discrimination;
- Increase life opportunities for all;
- Ensure teaching and the curriculum explores and addresses issues of diversity.

We aim to promote dialogue and understanding between the different areas of our school community in a variety of ways, a list of examples of building a cohesive community follows:

Faith Community:

- Working with the local church, with visits from clergy and other worship leaders;
- Off-site visits to local places of worship;
- Visits in school from representatives of different faiths, as part of our varied religious education curriculum.

Ethnicity and Culture:

- Visits from various external agencies and community groups to build a knowledge of varied cultures and ethnic groups;
- Displays of different ethnic groups and cultures around the school site, promoting diversity;
- Links to cultural festivals and events in the local community.

Socio-economic Background;

- Charity events and days, Red Nose Day, Children in Need etc., promoting an understanding of varied socio-economic situations.
- Encouraging Pupil Voice in the school through the School Council, building dialogues between pupils and SLT.
- Inviting wider school community to be involved in school events (School Production, Musical Events, Sports etc.) to build an understanding of different sections of society for pupils.
- Local Authority and School Admissions arrangements promote cohesion and social equality.

- Promotion of extended services on the school site.

## Race Equality

The school is committed to fulfilling its obligations under the Race Relations Amendment Act 2000 and this is reflected in our school policy. To meet the specific duties of RRAA we will:

- Ensure that all pupils, parents and staff are encouraged to achieve the best of their capabilities.
- Respect and value the differences between people.
- Prepare pupils for life in a diverse society.
- Foster a school environment in which everyone, regardless of race, ethnicity or nationality, feels welcomed and valued.
- Encourage strong relationships between different racial and ethnic groups in the school community, and wider local area.
- Ensure an inclusive ethos is well established and consistently maintained.
- Acknowledge the existence of racism and take steps to challenge it and educate against it.
- Oppose all forms of racism, racial prejudice and racial harassment.
- Be proactive in tackling and eliminating unlawful discrimination.

## Disability Equality

The school seeks, wherever possible, to ensure that disabled people have the same opportunities as non-disabled people in their access to education and to prevent any unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties;
- do not act in such a way that renders the governing body liable to a claim of discrimination;
- staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified (including demonstrating to other children).

The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others. We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- Creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- Asking parents during the admissions process about the existence of any disability
- Providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

We believe that disabled pupils, parents and staff should be valued for what they can do rather than labelled for what they cannot; therefore, we aim to make life at the school as accessible as possible so they have the confidence to achieve their best, we do this by:

- Ensuring the physical school environment is comfortably accessible and open to varied disabilities;
- Identifying and monitoring the learning experience of any disabled students and staff; if necessary, tailoring a personal educational programme to their specific needs- in conjunction with the SEN coordinator and parents.
- Deploy resources for SEN pupils, in excess of the expectations of SEN Code of Practice 2001.
- Regular assessment of SEN practices to ensure the most inclusive and effective learning experience for pupils. For further information, please see the SEND Policy.

## Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls and their learning needs and styles.

## Responsibilities

All pupils, parents and staff have a responsibility to promote equality and inclusion, and avoiding unfair discrimination.

The **Governing Body** is Responsible for:

- Making sure the school complies with all current equality legislation;
- Making sure this policy and its procedures are followed.

The **Headteacher, SLT and School Business Manager** are responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

**All staff** are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination
  - against anyone for reasons of race, colour, nationality, ethnic or national origins;

- gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Taking training and learning opportunities.

## Review

The Equality and Diversity Policy should be reviewed quadrennially by the School Business Manager to ensure that procedures and practices are effectively implemented and consistently upheld.