

# EQUALITY AND DIVERSITY POLICY



## CRESTWOOD PARK PRIMARY SCHOOL

### 1. The School Context - What sort of school are we?

The School is situated at the edge of Kingswinford and caters for pupils of ages ranging from rising 5 to 11 years. It was built in 1974 and is sited in pleasant grounds.

The ethnic composition of pupils is 93.3% White/British with only 6.7% from other ethnic backgrounds.

At Crestwood Park Primary the gender balance is quite stable. We have slightly more boys than girls at the present time (53% boys to 47% girls) however, the balance very rarely goes beyond 10% either way. (Based on census data from 2018)

Most of our children are from a Christian background and we have several families who are Muslim. All children speak English as their first language.

Crestwood Park has no travellers, refugees or asylum seekers at this time.

### 2. Aims and Values

Equality and Diversity at Crestwood Park Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. The principles of this policy apply to all members of the school community – pupils, staff, governors, parents and community members.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

## **The School's Commitment to equal rights**

### **Under the equality act of 2010 :**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
  - race
  - disability
  - religion or belief
  - sexual orientation
  - gender reassignment
  - pregnancy or maternity ( although this is not applicable in a Primary school)
- These are known as 'Protected Characteristics'.

## **3. Leadership and Management and Governance**

The governing body maintains an overview of the implementation of the policy.

Responsibilities are clearly identified and understood (see appendix).

All school policies reflect a commitment to Equality and Diversity principles.

The school promotes a proactive approach to valuing and respecting diversity.

All staff contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils through the school council.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

## **4. Policy Planning and Review**

Monitoring data (including ethnicity) will be used to monitor the attainment, progress and well-being of pupils, and targets will be set to address any identified inconsistencies.

Monitoring data (including ethnicity) on admissions, attendance, exclusions and the use of sanctions and rewards will be used to inform planning and decision-making.

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:

- a) Eliminating discrimination against any protected characteristic

- b) promoting equality for those from the protected characteristic groups
- c) promoting good relations between people from all groups

As further equality requirements come into force policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

## **5. Implementing the Policy**

The school will implement the policy through means of regular planning and assessment which takes into consideration the school's current position with regard to equality & diversity issues and sets out its intermediate and long term aims.

The school will monitor the policy and evaluate its effectiveness on a regular basis and will fully review the equality & diversity policy April 2022

## **6. Training and Development**

The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality & diversity practices and procedures.

## **7. Admissions and Attendance**

The admissions process is monitored to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up by appropriate personnel who are aware of community issues.

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Provision is made for leave of absence for religious observance, pupils and staff.

## **8. Attainment, Progress and Assessment**

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

All pupils achieve the highest standards. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, racial, cultural bias and any bias against members of any of the groups outlined above who are described as having protected characteristics.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

## **9. School Ethos: Equality and Diversity**

The school opposes all forms of prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, and are in line with relevant agreed policies and guidance, such as those for anti-bullying and dealing with racist or homophobic incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Staff receive appropriate training to enable them to deal effectively with bullying, racist incidents, racial harassment and all other forms of prejudice.

## **10. Behaviour, Discipline and Exclusion**

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that social/cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

## **11. Personal Development and Pastoral Care**

The pastoral support system takes account of religious and ethnic differences.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used, where appropriate.

## **12. Teaching and Learning**

All pupils have access to the mainstream curriculum.

Teachers ensure that the classroom is an inclusive environment in which pupils feel safe and all contributions are valued.

Teaching is responsive to pupils' different learning styles, with the teacher taking positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **13. Curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- pupils who are from any of the groups identified as having protected characteristics
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils as well as promoting the key British values.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

### **14 Staffing: Recruitment and Professional Development**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidelines.

Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy.

The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

## **15. Partnership with Parents and the Community**

Progress reports to parents are provided in an accessible format, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity.

Information material for parents is easily accessible in user-friendly language/format and the school will endeavour to provide information in community languages, and alternative formats when necessary.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

## **16. Monitoring and Review**

All members of staff and the governing body have responsibility for the implementation of this policy.

The effectiveness of the policy will be evaluated annually by the member of staff responsible for Equal Opportunities.

Member of staff responsible for Equal Opportunities:

Headteacher

Date of policy: 19/03/19 \_\_\_\_\_

Date of review of policy: April 2022 \_\_\_\_\_

## Responsibilities for Equality and Diversity Policy

### *Governing Body*

Ensuring that the school complies with Race Relations and other legislation	
Ensuring that this policy and its related procedures and strategies are implemented	

### *Headteacher*

Implementing the policy and its related procedures and strategies	
Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	
Taking appropriate action in any cases of unlawful discrimination	

### *All Staff*

Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping	
Promoting equality and good race relations, and not discriminating on any unlawful grounds including racial grounds	
Keeping up-to-date with equality legislation by attending training and information opportunities	
Making visitors and contractors aware of, and ensure they comply with, the school's Equality and Diversity Policy	

### *People with Specific Responsibilities*

Having a member of staff, or school governor, responsible for co-ordinating equality and diversity development work	
Having a member of staff, or school governor, who is responsible for dealing with reported incidents of racism or racial harassment	