

Sandhurst Primary School



Equality, Diversity and Inclusion Policy May 2022

At Sandhurst Primary School we believe in excellent progress and experiences for all in a safe and caring environment.

Last review date:	May 2022
Next review date:	May 2025
Approved by: Date:	Rebecca Dove, Headteacher Sophie Smith, Chair of Governors Date:

All our policies are written to reflect, support and develop our school ethos statement

Sandhurst Primary School Ethos Statement

At Sandhurst Primary School we believe in excellent progress for all and excellent experiences for all, in a safe and caring environment.

We believe our vision can be realised by promoting:

- Relevant, stimulating and enriching teaching.
- Partnership with parents.
- Use of our environment to facilitate and inspire learning.
- The cultures, backgrounds and experiences of all members of the school and wider community.
- A risk-taking culture of learners.
- A community which celebrates success and achievement, and places a high value on the contributions of all its members.

We believe that by monitoring and evaluating our aims we will be able to establish realistic targets for continuous improvement and school development.

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Legislation and Guidance

The Equality Act 2010 replaces all existing equality legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. It replaces all existing legislation such as the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act. The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1 September 2012. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions,
- In the way it provides education for pupils,
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

The Equality Act extends the prohibition for directly or indirectly discriminating to what are now termed 'protected characteristics'. These protected characteristics cover:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation
- Pregnancy or maternity

This policy also reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. The requirements for inclusion and equality, as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#). It refers to curriculum-related expectations of governing body set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). It also references [The DfE publication, The Equality Act 2010 Advice for Schools May 2014](#) and the work of The Equality and Human Rights Commission [EHRC].

[The Public Sector Equality Duty](#) stipulated by the Equality Act stipulates:

- The elimination of unlawful discrimination
- A duty to advance equality of opportunity between people who share a protected characteristic and those who don't
- A duty to foster or encourage good relations between people who share a protected characteristic and those who don't.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities, to publish:

- Equality objectives, at least every four years (from 6th April 2012)
- Information to demonstrate their compliance with the Public Sector Equality Duty (from 31st January 2012)

We will:

- When making a decision or taking an action, assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before, and at the time, that we develop policy and take decisions, and to keep them under review
- Consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity)
- Assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy
- Ensure the duty is integrated into the carrying out of the school's functions
- Rigorously ensure the analysis necessary to comply with the duty be carried out
- Ensure the Equality Duty supports good education, improves pupil outcomes and results in taking action to improve the experience of different groups of pupils, through the planning and delivery of the curriculum and working with pupils, staff, parents and governors to better understand their school experience and engagement with Sandhurst School community
- Ensure we monitor and address behaviour and interactions between pupils, specifically homophobic, racist, sexist statements and bullying
- Specify expectations of adults working with our pupils e.g. staff not using discriminatory language and considering potential unconscious bias

This Equality, Diversity and Inclusion Policy links to other specific policies and action plans that the schools produce including:

- School Improvement Plan
- The Single Equality Scheme
- Behaviour Policy
- Child Protection and Safeguarding Policy
- HR Policies and Procedures
- Staff Codes of Conduct/Key Information

Aims and Objectives

Intent

- We are committed to promoting equality and eliminating discrimination and harassment.
- At Sandhurst Primary School we will continuously strive to ensure that everyone is treated with respect and dignity. Each individual in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

Implementation

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Celebrating our ethos which promotes equality, develops understanding and challenges stereotypes, misconceptions, discrimination and unconscious bias.
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with, and in, our whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Continually monitoring, evaluating and reviewing all equalities practice to secure continuous improvement.

Impact

- All those within the school community feel respected and valued as individuals.
- Our whole school ethos and daily practice promotes equality, celebrates diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Everybody in the Sandhurst community has a strong and positive sense of themselves
- Everyone in our school community has a positive self-image and high self-esteem.
- High expectations of everyone involved with the whole school community are evident.
- Equality issues are openly and honestly dealt with.
- All practices, procedures and customs are fair to all.
- Positive and preventative action ensure all children have equal access to the curriculum.
- Tracking data of all groups of pupils show any gaps in attainment are addressed and lessened.
- Monitoring, evaluating and reviewing ensures secure continuous improvement.

Roles and Responsibilities

We believe that promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff and will therefore commit to the following training. All staff and governors will receive training (where appropriate) on the policy and their responsibilities. All new staff and governors will have the policy explained to them as part of induction arrangements. Following revision of the policy, changes will be communicated to all staff and “refresher” training will be arranged as necessary. All pupils will be given an overview of the policy and their responsibilities, appropriate for their age and stage of development.

Head Teachers and Leadership Teams

The Head Teachers and Leadership Teams will:

- Demonstrate, through their personal school leadership, the importance of the policy.
- Ensure all staff are aware of the policy and understand their role and responsibilities in relation to it.
- Assess and monitor the impact of the equality objectives within the Single Equality Scheme and report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, ensure that the additional resources are used effectively. Resources will be targeted on the basis of identified need and outcomes are monitored.

Governors

All Governors will:

- Read, and, if necessary, amend and this policy.
- Assess and monitor the impact of the policy.

The Designated Governor for Equality and Diversity will:

- Have a specific responsibility for monitoring this policy and the Equality objectives within the Single Equality Scheme.
- In consultation with school equality and assessment leaders remain ‘up to date’ with whole school outcomes in order to track attainment and progress.
- Act as a ‘critical friend’ and support and challenge the schools’ development of the equalities priorities and expectations.

Staff

All staff will:

- Familiarise themselves with this policy and know what their responsibilities in ensuring that it is implemented.

Teachers will:

- Understand the implications of the policy for their planning, teaching and learning strategies as well as for positively supporting and managing behavioural issues and escalating any identified incidents of discrimination.

Curriculum Leaders will:

- Lead, manage and monitor equalities in the teaching and learning of their subject.
- Ensure resources and materials for their subject promote diversity and inclusion
- Liaise with other leaders to ensure coherence across subject areas.
- Be aware of, and act upon, research and national and local developments.
- Establish and maintain contacts beyond school, such as the collaborative and community organisations.
- Work to achieve equality of opportunity throughout the school.

Pupils

Pupils will:

- Be made aware of how the policy applies to them.
- Understand what is meant by discrimination at an age appropriate level.
- Learn to treat each other with respect and have the confidence to report incidents to adults.

Parents/Carers

Parents and carers will:

- Be expected to by reinforce the schools' ethos at home.
- Reflect the school's equalities values in interactions with staff, children and each other
- Work with school leaders if discriminatory incidents occur

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school. We hold school events and support events in the local community to build community cohesion

Further information can be found within:

- Teaching, learning and curriculum information
- Equity and excellence – see below

Engagement and Extended Services

We aim to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds and schools. Year 6 take part in the Lewisham Junior Citizen initiative and many inter-school sporting and enrichment events. Links are built into the curriculum with pupils and community representatives or groups such as the local librarian or local faith leaders. We have strong links and multi-agency working between the school and other local agencies such as, Children and Family Services, Community Police Officers, the Lewisham Mental Health and Well-Being Hub. Following the Covid-19 pandemic, engagement with parents through coffee mornings, open mornings, International Evening, curriculum evenings, parents' evenings and curriculum events is being re-established.

Specific examples of the activities we implement to promote community cohesion include:

- A curriculum provision that supports and promotes high standards of attainment.
- Teaching that supports and promotes high standards of attainment.
- Promoting common values that enable pupils to understand and comprehend the diversity that surrounds them and is integral to their world and future.
- An Equalities expectation and ethos that extends across the school community.
- Lessons across the curriculum that promote common values, protected characteristics, any new aspects of Keeping Children Safe in Education to help pupils to value differences and challenge discrimination and stereotyping.

Equity and Excellence

Data is used effectively within the school. Children's progress is monitored closely through regular scrutiny of books and monitoring of teaching. Data provided by internal tracking and assessment systems, Lewisham data, Analyse School Performance (ASP) data and The Fischer Family Trust data is analysed and used to ensure that all children receive the level of support required to enable them to progress.

Admissions and Exclusions

As a Local Authority maintained school, admissions to the Nursery, Infant and Junior Schools are managed by Lewisham following the Local Authority and the Admissions Code of Practice. Exclusions are rare and are governed by the school's Behaviour Policy. We follow the 'Good To Be Green' behaviour system which promotes positive behaviour and the opportunity to 'put things right' and 'get back to green'. We follow the 'Zones of Regulation' programme, which supports pupils to recognise and manage their emotions and behaviours. At the last school Ofsted behaviour was judged to be outstanding. School senior leaders closely monitor sanctions and exclusions to identify any inconsistency or potential discrimination (e.g. Special Educational Needs and Disability (SEND) or ethnicity) to avoid any potential adverse impact on a child and ensure any discrepancies are identified and dealt with.

Information on school discipline and exclusions issued by the Department for Education can be found here: <https://www.gov.uk/school-discipline-exclusions/exclusions>

Equal Opportunities for Staff

We are 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 are also committed to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

Employer Duties

- As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLRs) or re-evaluating staffing structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff.
- Continued Professional Development (CPD) opportunities for all staff.
- Senior Leadership Team support and mentoring to ensure equality of opportunity for all.

Learning & Teaching and the Curriculum

The National Curriculum programmes of study can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/national-curriculum-in-england>

We aim to ensure that all learners access a rich, broad and balanced curriculum. Children are actively engaged in their own learning, which is evident in most elements of class teaching. Challenge is evident in lessons regardless of ability and appropriate scaffolding is provided where necessary. Support is also in place in the form of intervention strategies for children with SEND and targeted support for EAL Learners.

This is monitored through:

- The use of contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Analysing achievement data by ethnicity, gender, EAL and SEND/disability and addressing gaps in achievement and progress
- Identifying and addressing the intersectionality of needs with targeted, timely, measured support.
- Taking account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensuring equality of access for all pupils and preparation for life in a diverse society.
- Using materials, books and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seeking to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for our whole school population, which are inclusive and reflective of our pupils and the multicultural community in which we live.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the Policy and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the policy. All persons covered by policy will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Head Teachers or a member of the senior leadership team. The Head Teacher, in consultation with other relevant staff or Governors, will decide on the appropriate response to any breach of the policy, depending on circumstances and seriousness.

This may include amongst other actions:

- Formal or informal warnings to pupils (under the School's Behaviour policy)
- Formal or informal warnings
- Involvement of Governors
- Fixed term or permanent exclusion

Making the Policy Available

We will make this policy widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the policy at a Governing body meeting and recording this in minutes.
- Having copies of the adopted policy available to all members of staff.
- Ensuring the policy is part of the school's induction programme for new staff.
- Making copies available to parents on request.
- Sharing it on the school website.
- Producing the Policy in alternative formats on request.

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends. This will be completed at least termly. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- Exclusion
- Attendance and punctuality
- Harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- Highlight any differences in pupil achievement and progress between groups
- Ask why these differences exist and test explanations given.
- Review the appropriateness of current targets and objectives.
- Measure the impact of any interventions.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils
- Rethink and set targets in relevant strategic plans.

- Make links with Performance Management objectives which will include qualitative information as well as quantitative data.
- Take action to make improvements.