



Windermere Primary School

Equality & Diversity Policy

1 Statement of Intent

Windermere Primary School recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

2 Legislative Framework

2.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

2.2 The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

2.3 Windermere Primary School fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

A protected characteristic, under the Act, is as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender people)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

- 2.4 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.
 - By excluding a pupil or subjecting them to any other detriment.

3 Aims

- 3.1 We see all learners and their parents and carers, as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- 3.2 Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantages which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.
- 3.3 Windermere Primary School will promote race equality and have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.
- 3.4 Windermere Primary School will promote disability equality throughout the school, ensuring the equality of opportunity, eliminating unlawful discrimination, eliminating disability related harassment and encouraging participation by disabled people in public life.
- 3.5 Windermere Primary School will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 3.6 Transgender people are explicitly covered by the gender equality duty. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. This school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.
- 3.7 Windermere Primary School is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice related discrimination may fare less well in the education system.
- 3.8 Windermere Primary School will ensure that all staff comply with the appropriate equality legislation and regulations.
- 3.9 Windermere Primary School's admissions is through the County Council's admissions' system and does not discriminate in any way.

The school will:

- 3.10 Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing board.
- 3.11 Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- 3.12 Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity.
- 3.13 Reduce and remove inequalities and barriers that already exist.
- 3.14 Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- 3.15 Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- 3.16 Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

4 Objectives

- 4.1 Whilst continuously aiming to improve the implementation of equality related policies and procedures, Windermere Primary School has established the following objectives:
 - To monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum in light of new performance measures.
 - To implement effective strategies to support pupils in all vulnerable groups
 - To improve the quality of support for pupils in all vulnerable groups in the classroom.

5 The Role of Governors

- 5.1 The Governing Body ensures the school complies with all equality and diversity legislation.
- 5.2 The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to ensure that all members of the school community are treated fairly and with equality.
- 5.3 The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. (See Disability Access Plan)

- 5.4 The Governing Body will make arrangements for disabled pupils.
- 5.5 The Governors welcome all applications to join the school, whatever background or disability a child may have.
- 5.6 The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

6 The Role of the Headteacher

- 6.1 It is the Headteacher's role to implement Windermere School's Equal Opportunities Policy and is supported by the governing body in so doing.
- 6.2 It is the Headteacher's role to ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations.
- 6.3 The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 6.4 The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 6.5 The Headteacher treats all incidents of unfair treatment and any racist incidents seriously and investigates all allegations thoroughly.

7 The Role of the Class Teacher and Support Staff

- 7.1 The class teacher and support staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 7.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 7.3 When designing our schemes of work, we use the National Curriculum document and this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history.
- 7.4 All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are brought to the attention of the Headteacher, investigated and recorded on SIMS/CPOMS.

8 Monitoring and Review

8.1 It is the responsibility of Windermere School’s Governing Body to monitor the effectiveness of this Equal Opportunities policy. The Governing Body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Headteacher to report to Governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This Policy will be reviewed every three years.

Davina Raftery, February 2018

Agreed with governors		Date: February 2018
Reviewed	Lynne Williams	Date: March 2021
Reviewed		Date:
Reviewed		Date: