Paper no. 13

EVELYN CP SCHOOL

EQUALITY & DIVERSITY POLICY

(including Equality and Diversity objectives)

with reference to the

EQUALITIES ACT 2010

(incorporating the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act and Public Sector Equality Duty)

Compiled in response to D.F.E. guidance, ensuring compliance with the Public Sector Equality duty: **January 2012**
Re-accepted: Jan 2013, Jan 2014, Jan 2015, Jan 2016, Jan 2017, Jan 2018, Jan 2019, Jan 2021, Jan 2022, Jan 23, Jan 24, Jan 25, Jan 26

Equality objectives are reviewed every 4 years.
Written January 2018, reviewed and accepted November 2021
To be reviewed November 2029

On 1st October 2010 the Equalities Act replaced all existing Equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

In April 2011 a combined public sector Equality Duty (P.S.E.D. – Public Sector Equality Duty) came into effect with three main elements:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity, and
- Foster good relations across all characteristics – between people who share a protected characteristic, or people who do not share it, eg. race, disability, gender

The school has due regard to the above, ie. gives relevant and proportionate consideration to the duty, when making decisions and developing policies.

The school considers equality implications when carrying out its functions, rigorously and with an open-mind, eg. a decision to change the time of school assembly is unlikely to have a significant impact on any particular group. On the other hand, deciding when and where to have a school trip may raise a range of considerations; are the facilities for boys and girls equivalent?; are they accessible to disabled pupils?; does the date cut across any religious holidays and so exclude some pupils, and so on.

Please follow the appropriate link to the detailed guidelines for the EQUALITY DUTIES –

www.homeoffice.gov.uk/equalities/equality-act/equality-duty

The school publishes its objectives with regard to the Equality Duty, every four years and its policies are available on the school website, www.evelyncpschool.co.uk.

The school also pays due regard to the 9 protected characteristics of individuals within the areas of disability, gender re-assignment, pregnancy/maternity health, race, religion and belief, sex, sexual orientation, age and marriage/civil partnership.

Please refer to specific school policies for explanation of required practice within these areas, eg. Recruitment and Selection Policy, Sickness Absence Policy and Pay Policy.

EVELYN C.P. SCHOOL
EQUALITY & DIVERSITY POLICY

1. Background

This document is the result of the review of the Equal Opportunities policy. Following the statutory code of practice in effect from May 2002, distinct sections have been added to clarify the duties of the school to promote race equality and challenge racism.

2. Aims

We aim to develop the children's awareness of the diversity of the society in which we live. We aim to make the whole of their school experience equip children to develop positive attitudes towards a pluralistic society.

3. Equal Opportunities Statements of Principle

This Policy is based on the principles of the Equalities Act 2010 which lists 9 protected characteristics: *age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.*
We believe that all children are of equal value and should have equal opportunity.
We believe that differentiation is necessary to ensure equal outcomes where individuals start from different points.
These beliefs pervade all aspects of school life and are understood by children, staff and
Parents alike.

Discrimination on the basis of creed, colour, culture, origin, gender, sexual orientation and ability is unacceptable in our school.

Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals. We celebrate the cultural diversity of our community and show respect for all minority groups.

Staff endeavour to develop and enhance a positive self image for all learners. Co-operation, sensitivity and initiative are developed in all pupils. (See Independent Learning Policy)

An objective for our school is to educate, develop and prepare all of our children for life.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example, negative images in books.

We challenge stereotyping and prejudice whenever it occurs.

We promote non-judgemental attitudes.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences built into the curriculum and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The school prospectus and mission statement recognise and support equal opportunities and race equality.

Our school rule is Respect – For Ourselves, Others and the World.

The Home/School Contract, Children's Code of Conduct, Behaviour policy and work of The Wise Owl group, reinforce this.

4. Race Equality Statements of Principle

We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. We are currently following the 'Guidelines on the Reporting and Recording of Racist Incidents' from Knowsley.

As our school is not ethnically very diverse, we are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups.

We endeavour to make the school a welcoming place for all. We will strive to address negative attitudes and behaviour towards people from black and minority groups, asylum seekers and refugees and travellers.

We ensure that all recruitment, employment, promotion and training systems are fair to all staff, and provide opportunities for everyone to achieve.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

5. What is Racial Harassment?

"A racist incident is any incident which is perceived to be racist by the victim or any other person". The Stephen Lawrence Inquiry Report.

A racial harassment is any hostile or offensive action against individuals or groups because of their skin colour, ethnic origin, religion or cultural background. This can be in the form of verbal harassment (name calling, insulting slurs/insinuations, persistent teasing), physical (hitting, kicking, spitting, taking/abusing belongings, threats of violence) and indirect harassment (excluding from group, humiliating, spreading nasty rumours, ridiculing and insulting graffiti).

It can be very distressing for the child who has been subjected to a racist incident and their parents. They need to know that it will be taken seriously. Evelyn C.P. School is firmly committed to its equality policy which provides the knowledge that sanctions will be imposed on any perpetrators.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment which includes racist name-calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.

Children are encouraged to be aware of what racism means through PSHE lessons and assemblies and are encouraged to report incidents where there is the suspicion of racism.

Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

- We will listen carefully to all complaints and reassure complainants that an investigation will take place and that they will be informed of the outcome
- We will reinforce the school's total rejection of racial harassment
- We will deal with any health and safety issues immediately as necessary
- The class teacher will report the incident to the equal opportunities lead and all persons concerned with the incident will be interviewed
- Details of the event will then be filled in on the Racist Incident Monitoring form and forwarded to the LA.
- The headteacher will inform parents of the victim and offender about the incident by phone or letter. The incident will be recorded in the Incident File
- A second incident will result in the parents of the offending child being invited into school to discuss the matter with the Head
- A third incident will result in appropriate action being taken
- For details regarding adult harassment please see Anti-Harassment policy in which there are 2 named staff to whom the incident should be reported (Headteacher and Deputy Headteacher)

6. Methods of promoting race equality and working towards the elimination of Racism

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.
e.g. As part of our artist focus work black artists are studied, and artefacts in the gallery are selected to celebrate the culture of minority groups

Study of Martin Luther King as part of Year 3 'Founders and Leaders' R.E. syllabus
China study as part of Year 6 Geography
Mary Seacole as part of Owls History

In the Spring term a careers day ensures adults are invited including a variety of jobs to challenge traditional stereotypes in the workplace.

Some classes have in depth studies of women who have contributed to history,
e.g. Year 3 – Bodicea
Owls – Florence Nightingale

Disability stereotyping is challenged as part of PSHCE, and history focuses on famous people, e.g. Louis Braille.

In religious education we study world wide religions and their associated celebrations.

PSHCE supports equality within the curriculum through its scheme of work. There are a number of different reasons why some people racially harass others, of which the following are particularly significant: fear, ignorance, insecurity and upbringing. These areas will be discussed and addressed during PSHE lessons, always emphasising that such views are unacceptable.

Admissions policy – the school follows the Governing Body Admission Policy, which does not permit gender, race, colour or disability to be used as a criteria for admission. Race equality is promoted through the ethnic monitoring information gained from the admissions form.

Registration – children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

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.

Providing a wide variety of multi-cultural experiences for the children during their time at the school including visits, visitors to school, performances and establishing links to other schools e.g. Indian dancing, Caribbean steel band, and African drumming.

In assemblies we use stories and poems from a variety of cultures and faiths and use real life situations (eg newspaper articles) to challenge racism.

The governor or Standards and Quality committee monitors the progress of boys and girls (using the tracking chart, Super School Profile and IDSR) taking into account ethnicity, gender and whether the children are in public care.

The headteacher and Attendance Champion monitors attendance and exclusions taking into account ethnicity, Gender and whether the children are in public care.

Due to our school not being very diverse, ethnically, we are aware of additional support for pupils from black and minority groups, including funds and resources for Asylum-refugee pupils etc.

7. Gender

What is Gender?

Gender is the expected social role which a person takes on as a result of cultural influences. It is learned through socialisation rather than the effect of biology.

The need for a gender policy

The influences which affect the acquisition of gender role are many and varied and many of these are beyond the influences of the school. However, it has been shown repeatedly that gender expectations do affect children's performance in school and ultimately their adult work opportunities.

Many of the influences which the school imparts may appear trivial on their own and are often the subject of trivial comments. However, taken as a whole, they can have a huge influence on children's expectations for themselves and for others. In devising a school gender policy and the action to ensure its implementation it is necessary that we avoid introducing any influences which encourage stereotypical gender differences into the life of the school. Everyone has the right to be respected for who they are.

Daily organisation of the school

The daily organisation of the school can unwittingly reinforce gender stereotypes and to counter this, the following action is to be taken:
All staff, including non-teaching staff, should endeavour to avoid any organisational procedures which involve gender differentiation as this may appear to legitimise this in the eyes of the children.

With this in mind:

- There should be no lining up of separate gender lines to move around the school or in assembly
- All school lists should be alphabetical with no separation by gender
- All space, facilities (except toilets) and equipment in the school should be available to both boys and girls
- In the allocation of monitor duties there should be no gender differentiation (except for access to toilets)
- Staff should be aware that their actions an reinforce gender expectations, e.g. a male to sort out the computer' or female to 'tidy up the table'
- Both male and female teachers to lead assemblies so that both provide role models as 'authority figures'

We ensure there is a strong link between Equality and British Values. British Values encourage community cohesion and integration and are as follows:
democracy, rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs.

These are promoted in the following ways.

Classroom organisation and interaction
Within their own classrooms, teachers should be cognisant of the numerous ways in which they contribute to children's perceptions of gender role. They should be alert to these possibilities and be able to stand back and review their practice. In doing so they should consider the following courses of action:

- Note to be taken of seating arrangements and whether they should be adjusted to counter gender bias
- Ensure classroom strategies reduce stereotypical gender constructions through varied groupings.
- The allocation of children to groups for practical activities should be without gender bias
- Ensuring that rotas for classroom duties do not show gender bias
- Having the same behavioural expectations for both sexes, both in presentation of work and the manner in which they act
- Ensure conscious avoidance of the proven tendency of teachers of either sex to ask boys to answer more than girls
- Through keen observations and raised awareness to aurally monitor interaction between teacher and pupil, and pupil for instances of gender bias and to intervene to point this out thereby raising the awareness of the children.

The Curriculum
The school has been aware for some time of the need to avoid any gender bias in the development of curriculum guidelines and this practice will continue as new curriculum policies are laid down. The subject of compensatory activities, i.e. positive discrimination in certain areas counter to current gender stereotypes, was discussed by the staff and rejected as it was felt that such activities would only serve to emphasise gender differences.

Language
The language that children use, read and write can be a major source of gender bias. Action to obviate this will be:

- Teachers should be aware in their selection of materials of the role which language acquisition can play in reinforcing gender differences
- Most recently published material does attempt to avoid stereotypical portrayals of males and females, however older books and much fiction should be checked before use to ensure that they are suitable

- Bias found in books should be highlighted by guided discussion among the children.

Mathematics

This is a traditionally 'male' subject. Action to counter this will be:

- Teachers should endeavour whenever possible to show that girls efforts are valued as highly as boys
- Mathematically-based careers should be regarded as equally suitable for girls as for boys.

Science and technology

Again this subject with traditional 'male' connotations. Actions to counter this will be:

- Teachers must ensure that boys are not allowed to dominate groups working on practical activities
- Activities have an interest value independent of gender

Computing

- Every effort must be made to ensure that girls have an equal amount of 'hands-on' time; efforts are not dominated by boys
- Content should be selected that does not have a gender bias in terms of content or interest value
- All teachers irrespective of gender should strive to attain equal competence at basic computer use so that role models by the children are not stereotyped.

Creative activities

The school has abolished all differentiation between boys and girls in art and craft and all activities are offered to all children. Action to obviate bias will be:

- Mixing of gender groups for art and craft activities will continue
- The role drama can have in dispelling biased gender expectations cannot be over-emphasised, providing opportunities for both sexes to feel empathy with problems which another may encounter.

Physical Education

This is an area in which segregation is common and traditional. After review, the staff decided on the following action:

It is appropriate to continue the practice of teaching major team games to groups of mainly boys and girls. However, opportunity is provided for boys and girls to participate in soccer, netball, cricket and rounders etc. (several children avail themselves of this opportunity).

Home/School/Community Links

Such links provide opportunities both for the school to show how and why it is addressing the gender issue and to heighten parental awareness of how gender affects their children's lives. With is in mind the school takes the following action:

- The school prospectus contains statement of the school's policy on gender issues
- The wording of all correspondence to parents is monitored to eliminate gender bias
- Fathers as well as mothers are encouraged to participate in activities both during and after school.

8. Race, culture and gender

We have a minority in school from different cultural backgrounds where gender expectations are different. Whilst it is not suggested that different rules should apply to them, the school takes the following action:

- Is sensitive to the different expectations that they and their parents may have

9. Parents

Raising of awareness in parents is seen as vital and our communication with them is varied.

All parents are given regular updates on all school events and developments through
Letters and information sheets. Workshops and meetings on specific new initiatives are held regularly by staff. All parents are sent home a resume' of such meetings if they are unable to attend.

A Parent Handbook filled with ideas for helping children at home is sent home to every family. Parents are very much encouraged to be involved in all aspects of school life.

10. Continued Professional Development

Performance Management and Appraisal systems are supportive of Equality & Diversity by addressing and supporting teacher's professional development. (See Continued Professional Development Policy). The allocation of in-service is supportive of teacher needs and the demands made on them. We recognise the diversity in our work force, and have strategies to plan accordingly. Non-teaching staff are also made aware of how they can support equal opportunities.

11. Well Being

The school is committed to the well being of its children, staff, parents and governors.

School work supports equal opportunities for all those involved with the school.

12. Accessibility/Inclusion

Evelyn C.P. aim to achieve in Inclusive Culture which provides the following:

1. Physical Access.
2. Access to Curriculum.
3. Access to written information.

An access plan is in place to address audited/identified needs.

A range of Inclusive practices, policies and cultures ensure that barriers are identified and removed so that the learner has equal access to all aspects of school life. Barriers are identified through the collecting, collating and evaluating of information. Such barriers are planned for by means of the School Improvement Plan and the Executive Action Plan.

Please refer to: Diversity Equality Duty scheme
Accessibility Plan
Gender Equality Duty and plan
Equality scheme
Race Equality plan
Disability Equality plan

13. The role of the governors – Race Equality

The governing body has set out its commitment to promoting race equality and equal
Opportunities in this policy statement, and it will continue to do all it can to ensure that -
All members of the school community are treated fairly and with equality.
They have agreed to:

- Use the advice in the CRE's guidance 'Learning for All' as a basis for future development planning
- Ratify the Equal Opportunities and Race Equality policy
- Ensure that the school continues to assess the impact of its policies on black and minority groups, staff and parents with emphasis on the progress and attainment of ethnic minority pupils, and attendance and expulsions
- Adopt the LA's guidance 'Dealing with Racist Incidents'
- Ensure that no-one is discriminated against on the grounds of race when applying for jobs at the school
- Receive an annual report on the number of racist incidents from January 2005 which will be minuted
- Appoint a Race Equality governor

The role of the governors – equal opportunities

- The governing body seeks to ensure that all people are regarded equally when applying for jobs at the school
- The governing body ensures that no child is discriminated against whilst in our school on account of their gender, disabilities, 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 support each case sensitively and with respect for the child's cultural traditions
- Ensure that work is carried out throughout the curriculum which supports the above policy.

The role of the Headteacher

It is the headteacher's role to implement the school's equal opportunities race equality policy, supported by the governing body.

It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities and race equality and that teachers apply these guidelines fairly in all situations.

The headteacher ensure that all appointments panels give due regard to these policies, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of race equality and 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 round the school.

The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

14. The role of the Equality and Diversity lead

To report to governing body annually and ensure that equalities related issues are on both governor and staff business agendas.

To record, investigate and monitor any racist incident and file securely.

Plan termly work promoting equal opportunities within the curriculum.

To update the policy regularly in line with LA guidelines.

To share the policy with all supervisory staff and organise further training when necessary.

15. The role of the class teacher

The class teacher ensures that all pupils are treated fairly equally and with respect.
We do not discriminate against any child.

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. To promote race equality, teachers strive to provide material that gives positive images of black and minority groups and that challenges stereotypical images.

All staff have an understanding of children's varied learning styles and plan and teach accordingly. A range of strategies are employed to ensure all children are supported in achieving their full potential. Personalised learning is used to adapt educational provision to meet the needs and aspirations of individual children, by building independence through interaction, intervention, stimulation and collaboration.

When designing schemes of work, we use 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. In geography topics the teacher attempts to counter stereotypical images of Mexico and the Caribbean and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents which we pass onto the headteacher.

16. Monitoring and reviewing – Race Equality

The importance of schools making explicit their total rejection of racial harassment has already been described above. The manner in which all policies, procedures and practices for the prevention of racial harassment are carried out and followed through will be crucial for schools to be perceived as delivering an appropriate and professional service by those who believe they are being racially harassed.

It is the responsibility of our governing body to monitor the effectiveness of this Race Equality and 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 race equality, 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.

17. Monitoring and reviewing – Gender

This policy document is not, and never could be, the final word on the subject.

We cannot be complacent regarding gender issues. Part of this review is the need for monitoring. This will involve the following action:

- There is recognition of the need for constant review
- To facilitate this a member of staff is designated as responsible for monitoring progress on gender equality of opportunity
- Time during school based INSET will be made available for periodic review of progress on gender equality of opportunity
- Programmes for raising awareness among the children will be devised and put into operation
- The annual publication of the school's data analysis having specific reference to academic performance in terms of gender, ethnicity and ability groups
- Regularly monitor how policies, procedures and practices are working in order to check on issues of fairness and bias, e.g. monitoring the attainment of different groups of pupils
- Ensure that a representative sample of pupils, parents, staff and governors are consulted about how policies, procedures and practices are working from their perspective
- Ensure that all staff follow school policies, procedures and practices fairly and without bias
- Ensure that immediate action is taken when unfairness or bias, unwitting or otherwise, is
  detected.

18. Equality Objectives agreed January 2026 (to be reviewed Jan. 2030)

- *To promote inclusion, respect and understanding across the school community by ensuring all pupils feel safe, valued and able to be themselves, regardless of protected characteristics such as race, disability, gender, religion or belief*
- *To reduce inequality of outcomes by identifying and addressing any gaps in attainment, attendance or participation for different groups of pupils including those with SEND, disadvantaged pupils and pupils from minority backgrounds*
- *To further develop children and staff well being and positive mental health*
- *To promote equality, diversity and inclusion across our staff body, including training for staff and unconscious bias during the recruitment process*

Written and accepted by staff and governors; Jan 2013, Jan 2014, Jan 2015, Jan 2016, Jan 2018, Jan 2018. Updated: January 2022, January 2023, January 2024, January 2025, January 2026

Record of Racist Incidents

Number of racist incidents recorded in the academic year 2015/16: 0
Number of racist incidents recorded in the academic year 2016/17: 0
Number of racist incidents recorded in the academic year 2017/18: 1
Number of racist incidents recorded in the academic year 2019/20: 0
Number of racist incidents recorded in the academic year 2020/21: 0
Number of racist incidents recorded in the academic year 2021/22: 0
Number of racist incidents recorded in the academic year 2022/23: 0
Number of racist incidents recorded in the academic year 2023/24: 1
Number of racist incidents recorded in the academic year 2024/25: 0
Number of racist incidents recorded in the academic year 2025/26: 1