



**Boxgrove**  
Primary  
School  
& Children's Centre

**Boxgrove Lane, Guildford, Surrey GU1 2TD**

Co-Headteachers:

Mrs A Fitch BA (Hons) QTS NPQH & Mrs R Stacey BA (Hons) QTS NPQH

## **EQUALITY, DIVERSITY AND COHESION POLICY**

**At Boxgrove Primary School we want every child to:**

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible

## **OVERVIEW**

This policy takes into consideration our duties under the following Acts/former Acts:

- Race Relations Act 1976 as amended by the Race Relations Act 2010
- Disability Discriminations Acts 1995 and 2005
- Sex Discrimination Act 1975 as amended by the Equality Act 2006
- Gender Recognition Act 2004
- Education and Inspections Act 2006 – out duty to promote community cohesion
- Equality Act 2010 and Public Sector Equality Duty (PESD)
- Whether or not they are pregnant women or new mothers.

## **LEGAL DUTIES**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **GUIDING PRINCIPLES**

In fulfilling the legal obligations referred to above we are guided by seven principles.

### **Principle 1: All learners are of equal worth**

We see all learners, potential learners and their parents and carers as of equal worth:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

### **Principle 2: We recognise and respect difference**

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the different needs and experiences of girls and boys, women and men are recognised
- gender identity, so that it is accepted that not everyone identifies with the gender ascribed to them at birth
- religion, belief or faith background
- sexual orientation.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of discrimination, harassment and victimisation of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, national origin or national status, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity.

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status, religion, belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- sexes
- cisgender and transgender people
- heterosexual, lesbian, gay, and bisexual people
- older and younger people.

#### **Principle 6: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people.

#### **Principle 7: We work towards measurable equality objectives**

We create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

The objectives that we identify take into account national and local priorities and issues as appropriate.

Our equality objectives are devised in consultation with school governors and integrated into the school improvement plan.

## **ETHOS AND ORGANISATION**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example anti-Semitism and Islamophobia
- prejudices reflecting sexism, homophobia, biphobia and transphobia.

Prejudice-related incidents should be identified, assessed, recorded and dealt with using our CPOMS online recording system.

We keep a record of prejudice-related incidents, including the type of incident, and how the incident was dealt with and actions.

## **ROLES AND RESPONSIBILITIES**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **Equality and Teaching and Learning**

- 1.1 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- 1.2 We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- 1.3 We use a range of teaching strategies that ensure we meet the needs of all pupils. We provide support to pupils at risk of underachieving.
- 1.4 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 1.5 We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEC and citizenship and across the curriculum.
- 1.6 We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- 1.7 We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- 1.8 We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- 1.9 We include the contribution of different cultures to world history and that promote positive images of people
- 1.10 We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- 1.11 We support the UN convention on the Rights of the Child, the UN convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

## **Admissions, Behaviour, Exclusions and Attendance**

- 2.1 Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.
- 2.2 We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

## **Addressing prejudice and prejudice-based bullying**

- 3.1 The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
  - prejudices around disability and special educational needs
  - prejudices around race, religion or belief
  - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in 'The Boxgrove Way' document on how incidents should be identified and recorded. We update staff annually on how to report incidences of bullying.

- 3.2 We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we have dealt with them. We review this data termly and take action to reduce incidents.

### **Ensuring equality of opportunity between different groups**

- 4.1 We know the needs of our school population very well. Phase Leaders and Year Group Leaders work with year groups to collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- 4.2 We have procedures, working in partnership with parents and carers, to identify children who have a disability through our special educational needs systems.
- 4.3 We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps. We regularly report our findings to the Governing Body.

### **Accessibility Plan**

- 5.1 We have an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

## **8 Equality and Recruitment**

- 6.1 The Equality Act also applies to schools in their role as employers, and we must comply with this in our recruitment processes.
- 6.2 The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- 6.3 The School aims to select staff on merit, irrespective of race, sex, disability or age. In order to monitor the effectiveness of the School's Equality Policy and recruitment procedures, we ask that all applicants complete an Equality Monitoring form and return it with their application. In accordance with the Data Protection Act 1998, the information provided will only be used for the purposes of equality monitoring and to inform improvements to our policies.

## **9 Equality Objective**

- 7.1 The Equality Act 2010 requires schools to publish equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- 7.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

## **10 Monitoring and Reviewing**

- 8.1 We review and update our equality policy every two years and report annually to the governing body on progress towards achieving our objectives.
- 8.2 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

8.3 The governing body keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The governors evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)