



# **Policy for Equality and Diversity**

**November 2022**

## Purpose of this Policy

The purpose of this policy is to underpin our commitment to being a tolerant, understanding and compassionate community and to guide us in our endeavour to ensure that Ickford School welcomes all pupils and their families, members of staff, Trustees and people from the wider community and upholds our core values of kindness, respect, determination and honesty.

Our purpose is to promote equality and proactively tackle any forms of discrimination within our community and seek to remove any barriers to access, participation, progression, attainment and achievement. We recognise and celebrate diversity whilst endeavouring to promote community cohesion and positive relationships with parents, Trustees and the wider community.

In accordance with the Public Sector Equality Duty (PSED) guidance we also take due regard to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

## Aims

- To value each child as an individual with special abilities, gifts and needs and to ensure that they have equal access to all aspects of school life and an enjoyable education regardless of gender, race, disability, socio-economic status or religious beliefs.
- To follow the guidance of the Equality Act 2010 by ensuring that we will not unlawfully discriminate against the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.
- To create a stimulating yet orderly and safe environment conducive to learning in which all children are encouraged to be creative, independent and confident, lifelong learners
- To foster an environment that allows for creative and dynamic teaching where every member of staff feels valued and supported and has the opportunity for professional self-development recognising the protected characteristics of the Equality Act 2010.
- To oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities
- To work in partnership with parents, the community and local primary and secondary schools embracing trust, understanding and mutual support
- To provide a safe and nurturing environment that allows for the development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil regardless of gender, race, disability, socio-economic status or religious beliefs.
- To promote integrity, honesty and self-respect in each pupil and develop compassion, tolerance and respect for others.

## Legal Requirements

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act and, as far as schools are concerned, its purpose is to ensure that they cannot discriminate against pupils because of their gender, race, disability, religious belief, sexual orientation or socio-economic status.

This policy is based on the requirements of the Equality Act and takes into account the advice of the Children's Rights Alliance for England (CRAE) <http://www.crae.org.uk/media/26308/CRAE-Equality-Act-2010-guide.pdf>

## Responsibilities

### The Board of Trustees

- To act as positive role models for children and adults.
- To ensure that Ickford School and Ickford Learning Trust complies with equality legislation.
- To ensure that the impact of the policy is regularly monitored and evaluated and findings published.
- To annually scrutinise reporting of any breaches of this policy.
- To ensure that the school admissions policy is fair and equitable in treatment of all groups.
- To monitor attendance and support appropriate action where necessary.
- To ensure equal opportunities in staff recruitment and membership of the Governing Body.
- To address any serious breaches of the policy.
- To monitor the curriculum and ensure its propriety regarding equal opportunities.

### The Headteacher

- To act as a positive role model to children and adults.
- To implement the Policy.
- To ensure that all staff are familiar with and have access to the policy.
- To ensure that the curriculum reflects an inclusive ethos.
- To actively challenge inappropriate actions and breaches of the policy.
- To actively seek to form relationships across wider communities.
- To ensure that the Behaviour Policy and Anti-Bullying Policy are kept up to date and relevant.
- To deal with any incidents of harassment or bullying according to school policy.
- To promote the celebration of diversity and community cohesion.
- Seek to involve all parents in supporting their child's education.
- To guide the use of CPD in developing the attitudes and behaviours of staff.

### The Class Teacher

- To act as a positive role model to children and adults.
- Provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

- Use contextual data to ensure adequate support is provided to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Use materials that reflect the diversity of the school, local community and the United Kingdom in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge any discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage 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 the whole school population, which are inclusive and reflective of our pupils.

## Support Staff

- To act as positive role models for children and adults.
- To support class in their roles without discrimination or preference.
- Use materials that reflect the diversity of the school, local community and the United Kingdom in terms of race, gender and disability, without stereotyping.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

## What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

## Protected Characteristics

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Equality Act (2010) contains provisions which enable schools to act to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

## Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- Demonstrating bias or preferential treatment towards potential employees founded on race, gender, disability or sexual orientation.
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## Prevention of discriminatory incidents

The School shall endeavour to prevent any incidents of discrimination by ensuring that:

- This policy is public, available, known and understood.
- All pupils and staff recognise the priority placed on being good citizens and our values of kindness, respect, honesty and determination.
- Every member of the staff must act as positive role models for children when expressing any beliefs or behaviours towards others.
- School leaders, Trustees and members of staff know and understand the law surrounding the Equality Act of 2010 and how this is manifested in the daily life of the school.
- The curriculum contains areas of teaching with specific outcomes relating to an understanding of:
  - A multicultural society
  - Differing faiths and beliefs
  - Disability and ability

- Personal health and well being
  - Relationships
  - Citizenship
- Every child knows and is able to use the 'Steps to Stop' strategy that empowers them to deal with adverse behaviour and that the strategy is embedded through regular discussions with all children and regular practice of using it.
  - Taking seriously complaints of bullying, harassment, victimisation and unlawful discrimination by school leaders, Trustees, parents and fellow employees.

### Responding to discriminatory incidents amongst adults

- Any incidents of discrimination must be dealt with appropriately as this is in the best interests of the school and the school community.
- Any incidents amongst staff or adults will be dealt with as misconduct under the organisation's grievance and/or disciplinary procedures, and any appropriate action will be taken.

### Responding to discriminatory incidents amongst children

- Incidents must be dealt with as a behaviour issue and dealt with in accordance with the school's behaviour policy and Anti-Bullying and Harassment Policy.
- All racial discriminatory incidents are recorded and reported to the Local Authority.
- Incidents of discrimination based on religious difference may be reported to the Police.

### Equality Statement (To be included on all policies)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

#### Links

<https://www.equalityhumanrights.com/en/equality-act>

[https://dera.ioe.ac.uk/16086/1/public\\_sector\\_equality\\_duty\\_guidance\\_for\\_schools\\_in\\_england\\_final.pdf](https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf)

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