



## Drake Primary School and Little Pirates Child Care



We unlock opportunity and inspire everyone.

### **EQUALITY AND DIVERSITY POLICY**

<b>Formally adopted by the Governing Board of:-</b>	<b>Drake Primary School &amp; Little Pirates Child Care</b>
<b>Chair of Governors:-</b>	<b>Carly Brien</b>
<b>Created on:-</b>	<b>January 2021</b>
<b>Brought to Governors &amp; adopted on:-</b>	<b>26.01.2021</b>

#### **We aim to provide:**

- a school where learning is visible and children are safeguarded and nurtured
- a rigorous assessment system to ensure no pupil falls behind
- a diverse learning community where pupils, families and staff collaborate to refine practice and develop positive and rewarding relationships
- a workplace where staff contribute to professional learning communities; locally, nationally and globally.

#### **So our mission is to:**

- inspire the poets, geneticists and astronauts of the future
- ensure children are happy and healthy through our values and play
- develop a culture where reading for pleasure is for everyone
- make the arts a central component for children's lifelong learning
- build a curriculum of joy and curiosity

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## Equality and Diversity Policy

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## 1. Introduction

### **Equalities statement**

**At Drake Primary and Little Pirates Child Care we strive to reduce the inequalities of outcome which result from socio-economic disadvantage in all aspects of school life**

### **Policy aims**

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and background.
- to instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living.
- to give our pupils and adults strategies to deal with issues of social injustice, race and inequality.
- to nurture cultural, religious and linguistic diversity.
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home.
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate.
- to ensure that all needs of children and adults are catered for.
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher can tackle the issue appropriately ensure the new requirements of the RSHE policy and practice.

### **Equality and the Law**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

Who is protected by the Equality Act?

Everyone in Britain is protected by the Equalities Act 2010, it identifies nine protected characteristics, , there are some important differences depending on which protected characteristic you have:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Under the Equality Act 2010 you are protected from discrimination:

- when you are in the workplace
- when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- when you use transport
- when you join a club or association (for example, your local tennis club)

- when you have contact with public bodies like your local council or government departments

## **2. Promoting Equality and Inclusion at Drake**

### **School culture and ethos**

At Drake we have a commitment to continued learning in a respectful and loving environment, in which staff and pupils feel safe, included and valued and are able to tackle inequalities in accordance with the code of conduct. We celebrate that our school is enriched by the diversity that each individual brings and are committed to creating a safe, welcoming environment for all, where each learner can flourish, knowing that differences are respected.

### **The Curriculum**

Our curriculum provides equal opportunities and freedom from discrimination. All children are guaranteed a broad and balanced curriculum regardless of the protected characteristics outlined in the Equalities Act (2010). We are working hard to decolonise our curriculum and rebuild one that shows and celebrates the protected characteristics. This allows all children the ability to see themselves and others while developing their identity.

***We have included reflection on the problematic history of our namesake Drake.***

### **Informing and involving parents and carers**

Drake Primary and Little Pirates Child Care is an open and welcoming school, parents and carers are encouraged to become involved, we value the cultural contribution they make. We include parents within the governing body and have an active parents fundraising group (FADS). We are working to ensure fair representation across these groups.

The school's website will translate English into the majority of languages, which supports home-school liaison and communication. Our Parent Support Advisor is available to support parents to access information about news, events, policies and practices as well as how to access local services.

Parent Cafés held half-termly for each class are very well attended, as a result parents can be involved in their child's learning and develop their own confidence in supporting their child's progress. Parents' views on diversity are collected and incorporated into our practice. We are developing a Parent's Diversity Forum and specific attention is given to our BAME community with questionnaires being collected at least annually to assess our progress.

### **Liaison with the wider community**

At Drake we actively reflect on our place within our local community. We invite and encourage speakers who come from a variety of cultures, faiths and ethnicities to visit our school. We take children on school trips where they are able to appreciate the community in which we live. They visit places they may not usually have the opportunity to visit such as local places of worship. We have close links with our local museum who educate our children about diversity through local historical figures and artifacts. We are making links with the Town of Sanctuary group which has a focus on welcoming refugees and immigrants to our community.

### **Parental and community volunteer involvement**

Volunteers add a considerable amount to school life whether helping with readers or alongside teachers in our classrooms and forest school. They join us for sporting events both on and off site; some see volunteering as a route to employment as such, we encourage potential staff to have first volunteered before applying for a substantive post. Others want to give time to support school and families. We actively support intergenerational working and provide extra care for our elderly volunteers from all cultures as we feel this really benefits the children.

### **Making the school accessible for all**

See the school Accessibility Plan (available on the school website)

### **Gender Equality**

Staff will challenge stereotyping and promote positive role models. Social relationships between different genders will be developed and encouraged so that there is a mutual respect and understanding. This will often be explicit in PHSE lessons and implicit across the curriculum.

All staff have a shared obligation to promote the dignity and equality of those whose gender identity and or gender expression does not conform to traditional societal norms.

Our uniform code is free from gendered language and expectations and allows students choices from a list of uniforms that is available to people of all genders.

### **Sexual Orientation**

Our PSHE lessons are intended to protect and prepare all learners for later life and help them to develop positive attitudes towards different types of people. Our pupils learn about different families, including LGBT families and see different types of relationship, including same sex relationships, reflected when learning about healthy relationships. At Drake, we are reviewing our resources and books to ensure equal representation of genders and a range of families / relationships.

### **Religious equality**

The Drake Primary School community values and celebrates the religions and religious beliefs and practices of everyone. Learning about religious festivals and customs is woven into our curriculum. Our PSHE scheme of work supports the development of respect and empathy of people with differing beliefs and our RE Scheme ensures children learn about many religions. Our daily assemblies include visitors and local faith leaders. We respect and accommodate people's religious practices, including food and clothing and our 'Leave and Time Off' Policy allows for time off for Religious Observance.

### **SEN and Disability Equality**

At Drake, we strive to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that reasonable adaptations can be made. We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal factors. Our school therefore seeks to: promote equality of opportunity

- eliminate discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons

Social relationships between able, disabled, SEND and non-SEND pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in PSHE lessons and implicit across the curriculum. It is most clearly seen through our SRB, where we collaborate to ensure that children can access up to 70% of mainstream education.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability/disability to pinpoint and tackle underperformance. Strategies are modified accordingly to support individual children with learning needs.

Close links with the parents/carers of children with special educational needs are maintained through our class teachers, SENDCo and Parent Support Assistant. We use the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc. when removing barriers to learning.

### **3. Tackling discrimination**

#### **What is a discriminatory incident?**

Harassment, hate and direct discrimination involves hurtful behaviour or treating someone badly *because of* age, disability, gender identity, race/ethnicity, religion/belief or sexual orientation. It can include: hate speech, using offensive language or stereotyping; bullying; excluding or isolating; sexual innuendo and sexual harassment; refusing to provide a service on equal terms. Failure to provide a reasonable adjustment for a disabled person is also a form of discrimination.

#### **Responding to and reporting incidents**

At Drake Primary and Little Pirates we do not tolerate any forms of discrimination. If someone tells us that they have experienced harassment, hate or discrimination, we will treat the matter seriously and sensitively and we will act immediately to prevent any repetition of the incident while providing safe places for discussion and increased education; through the curriculum, the Prospectus, newsletters and staff training. All parents of new pupils receive a summary of the schools behaviour expectations and anti bullying policy as a part of the schools induction process. If discriminatory issues arise, members of staff will follow the incident flow chart located in appendices.

### **4. Responsibilities**

#### **The governing board/body will:**

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Ensure there is a named Equalities Governor.
- Meet its obligations and publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equity impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, continued professional development programmes and in membership of the governing board. We encourage applications from all cultural and ethnic backgrounds and recognise that a representative workforce can provide greater sensitivity to an awareness of the needs of our community.
- Proactively recruit high-quality applicants from underrepresented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

#### **The headteacher and Diversity Team will:**

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate diversity, equality, equity and inclusion training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

**Employees will:**

- Be mindful of any incidents of harassment or bullying in the school.
- Ensure all pupils are treated equally, fairly and with respect. We do not discriminate against anyone.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Challenge any incidents of prejudice e.g. anti-religious or anti-social discrimination, racism, sexism or homophobia, and record and report them to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

**Pupils will:**

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidents of bullying or harassment, whether to themselves or to others, to their class teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality information page on its website, in order to demonstrate how it is complying with the Equality Act 2010, and advancing equality of opportunity.

**WHISTLEBLOWING**

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

**5. Complaints procedure**

Please see the complaints procedure.

**6. Review**

The evaluation and review of our Equalities and Diversity Policy takes place annually, as well as on a day-by-day basis.

Further information and guidance on equalities can be found in the following school policies:

- Equalities Statement
- Whistleblowing Policy
- Equality of employment policy
- Anti-Racist Policy
- Behaviour Policy
- School Charter
- Code of Conduct
- Recruitment Policy
- Grievance Policy
- Misconduct Policy
- Teachers standards
- Workplace Bullying and Harassment Policy

Appendice One

Discriminatory Incident Flow Chart

Incident occurs

All witness voices are recorded

Immediately recorded on CPOMS

SLT – inform county, Speak to child and agree consequence

Class Teacher – Speak to parents and offer PSA support, PSHE lessons are adapted

Pastoral Team – support put in place for all children involved (ELSA, art therapy, etc.) , incident reviewed