



Ruishton Church of England School

“For I know the plans I have for you...plans to give you hope and a future.” Jeremiah 29:11

Equality and Diversity Policy

Inspire, Enjoy, Achieve

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Ruishton Church of England Primary School Policy on Equality and Diversity

Our Equality and Diversity Policy intends to set out aims, expectations and procedures in relation to community cohesion, equality and diversity within the school environment. It is inclusive of disability, gender, race and ethnicity- in response to the statutory duty of schools to publish disability and gender equality schemes and a race equality policy. At Ruishton, we aim for **all** to be respected, included, nurtured and part of a community that gives them faith for their future.

“For I know the plans I have for you... plans to give you hope and a future.” Jeremiah 29:11

Equality Aims and Values

The intent of our Equality Policy is to ensure that pupils, parents, staff or any member of the public who interacts with the school receives no less or more favourable treatment on any grounds that cannot be legally or morally justified. This includes race, ethnicity, nationality, religion or belief, gender, sexual orientation, gender reassignment, disability, age, political belief or socio-economic background. The principles of this policy apply to pupils, parents and carers, staff and all that are involved with the school at any time.

Building a Cohesive and Equal Community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities;
- Encourage all children and families to feel part of the wider community;
- Understand the needs and hopes of all our communities;
- Eliminate discrimination;
- Increase life opportunities for all;
- Ensure teaching and the curriculum explores and addresses issues regarding diversity.

We aim to promote dialogue and understanding between the different areas of our school community in a variety of ways, a list of examples of building a cohesive community follows:

Faith Community:

- Working with our local church, with visits from clergy and other worship leaders;
- Off-site visits to local places of worship;
- In school visits from representatives of different faiths, as part of our varied religious education curriculum.
- Participating in local events arranged by our church community and our ethos committee.

Ethnicity and Culture:

- Visits from various external agencies and community groups to build a knowledge of varied cultures and ethnic groups;
- Displays of different ethnic groups and cultures around our school site, promoting diversity;
- Links to cultural festivals and events in the local community.

Socio-economic Background:

- Charity events and days to promote an understanding of varied socio-economic situations e.g. - Children in Need and Comic Relief.

- Encouraging a Pupil Voice in the school through our Pupil Voice Committee and our Pupil Ethos Committee to build dialogue between pupils and SLT.
- Inviting our wider school community to be involved in school events such as school productions, sporting events and celebrations to build an understanding of different sections of society for pupils.
- Local Authority and School Admissions arrangements promote cohesion and social equality.
- Promotion of extended services on the school site.

Race Equality

The school is committed to fulfilling its obligations under the Race Relations Act 2000 and this is reflected in our school policy. To meet the specific duties of RRA, we will:

- Ensure that all pupils, parents and carers and staff are encouraged to achieve to the best of their capabilities.
- Respect and value the differences between people.
- Prepare pupils for life in a diverse society.
- Foster a school environment in which everyone, regardless of race, ethnicity or nationality, feels welcomed and valued.
- Encourage strong relationships between different racial and ethnic groups in the school community and the wider local area.
- Ensure an inclusive ethos is well established and consistently maintained.
- Acknowledge the existence of racism, racial prejudice and racial harassment.
- Be proactive in tackling and eliminating unlawful discrimination.

Disability Equality

The schools seeks, wherever possible, to ensure that people with disabilities have the same opportunities as non-disabled people in their access to education and to prevent any unlawful discrimination on the ground of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- Not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- Support the governing body in meeting their duties;
- Do not act in such a way that renders the governing body liable to a claim of discrimination;
- Staff and those working with the authority of the school are made aware of the basic requirements of the Equality Act 2010 and Disability Code of Practice for Schools 2015.
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There will be some occasions where the treatment of disabled pupils is different from non-disabled pupils. In such cases, the school will be able to demonstrate that such treatment is justified (including demonstration to other pupils).

The reason for the different treatment will be both material to the circumstances of a particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration, including:

- the need to maintain academic, musical, sporting and other standards

- the financial resources available
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others. We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils.

We will also take reasonable steps to determine whether prospective or existing pupils have a disability. This will include:

- Creating an ethos and culture, which is open and welcoming so that parents, carers and pupils feel comfortable about sharing information about any disabilities.
- Asking parents and carers during the admissions process about the existence of any disability.
- Providing continuing opportunities to share information (e.g. when seeking permission for out of school activities).
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

We believe that disabled pupils, parents and staff must be valued for what they can do rather than labelled for what they cannot; therefore, we aim to make life at our school as accessible as possible so that they have the confidence to achieve their best. We do this by:

- Ensuring the physical school environment is comfortably accessible and open to varied disabilities;
- Identifying and monitoring the learning experience of any disabled pupils and staff; if necessary, tailoring a personal educational programme to their specific needs- in conjunction with the SEN coordinator and parents or carers.
- Deploy resources for SEN pupils, in excess of the SEN Code of Practice 2001.
- Regular assessment of SEN practices to ensure the most inclusive and effective learning experience for pupils. For further information, please see our SEND Policy.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment (Equality Act 2010). Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls and their learning styles and needs.

Responsibilities

All pupils, parents and staff have a responsibility to promote equality and inclusion, and avoiding unfair discrimination.

The **Governing Body** is responsible for:

- Ensuring that the school complies with all current equality legislation;
- Ensuring that this policy and its procedures are followed.

The **Headteacher, SLT and School Business Manager** are responsible for:

- Ensuring the policy is readily available and that the governors, staff, pupils and parents are aware of it and its content.

- Ensuring its procedures are adhered to.
- Producing regular information for staff and governors about the policy and how it is working and providing training regarding its content where necessary.
- Ensuring that all staff are aware of their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Taking training and learning opportunities.

Linked Policies

- Behaviour Policy
- Anti-Bullying Policy
- Staff Code-of-Conduct Policy
- Parent Code-of-Conduct Policy
- Whistle Blowing Policy
- Safeguarding Policy

Review

The Equality and Diversity Policy should be reviewed quadrennially by the Senior Leadership team and in consultation with the Ethos team to ensure that procedures and practices are effectively implemented and consistently upheld.