



Uffington
Church of England
Primary School

Equality and Diversity Policy

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

Now, in Christ, there is no difference between Jew and Greek. There is no difference between slaves and free men. There is no difference between male and female. You are all the same in Christ Jesus.

Galatians 3:28

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The Equality Act 2010

The Equality Act 2010 (EqA) is designed to address the disadvantage and discrimination experienced by particular groups of people and to provide a legal framework for addressing these inequalities. The duties in EqA cover most aspects of our national life: the duties affect a wide range of responsibilities, including those of employers, landlords, providers of services and education. There are duties that are owed to individuals and duties to plan more widely for increased equality of opportunity.

Schools have a range of duties under EqA: to staff, as employees; to parents and others, where the school is providing a service to other people using the school; and to pupils, staff and others who share protected characteristics.

1 Introduction

1.1 As a school we are concerned about valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the everyone in our school – regardless of their age, gender, disability, ethnicity, attainment or background.

1.2 We endeavour to conform to the principles set out in the UNCRC Rights and Responsibilities code and the law contained within the Equality Act 2010.

1.3 We do not to discriminate against anyone, be they staff (and/or those applying for employment) or pupil, on the grounds of their sex, sexual orientation, age, disability, gender reassignment, pregnancy and maternity, race, colour, religion or belief, marital status, nationality, ethnic or national origins. We do not to discriminate against any staff (and/or those applying for employment) on the grounds of their age and marriage and civil partnership. This is in accordance with the Equality Act 2010 and supplementary Regulations and covers both direct and indirect discrimination, harassment, victimisation, discrimination arising from a disability and the duty to make reasonable adjustments.

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

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

1.6 As a school we are aware of parental diversity and endeavour to respond in an equally appropriate manner to all parties.

1.7 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

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

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1.9 We challenge stereotyping and prejudice whenever it occurs.

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1.10 We celebrate the cultural diversity of our community and wider community and show respect for all minority groups.

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

1.12 Specific issues in this policy may additionally be referred to in the school's policy for Special Educational Needs.

2 Aims and objectives

2.1 Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children, regardless of gender identity. We make this a reality through the attention we pay to the different groups of children within our school:

- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

3 Teaching and Learning

(See also the school policies on gifted and talented children and special educational needs.)

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3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages.

3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

3.4 Teachers are familiar with the relevant equal opportunities legislation as referenced in paragraph 1.2 above.

3.5 Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

Schools' duties towards disabled pupils differ from other EqA duties, in some key respects:

- EqA treats disability differently, most notably in that, for most groups, equality is rooted in equal treatment, but for disabled people, and for disabled pupils, schools may, and often must, treat them more favourably;
- schools' duties towards pupils are defined differently, and under different sections of EqA from those towards staff and other users of the school;
- schools' duties are defined differently from those of other providers of education such as early years settings, colleges and universities; and
- under the Children and Families Act 2014 (CFA), schools have other, complementary responsibilities towards disabled children and young people and to those with special educational needs (SEN).

4.1 Some children in our school have disabilities and consequently may need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. 4.2 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers ensure that the work for children with disabilities:

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- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- will include approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology when appropriate;
- uses assessment techniques that reflect their individual needs and abilities.

5 Anti-racism / The PREVENT Duty to protect people at risk from radicalisation

5.1 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 racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

5.2 We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

5.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. It gives due emphasis to other traditions and cultures in the work that the children do. For example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus.

5.4 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

5.5 Staff are trained in identifying indicators that an individual is engaged with an extremist group, cause or ideology. Where there is a concern that behaviour reflects any of these indicators, the headteacher will be informed. As Designated Safeguarding Lead, the headteacher will then assess whether a referral is needed through the usual Early Help and safeguarding process.

6 Disapplication and modification

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6.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

6.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be invited to become closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6.3 Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

7 The role of governors

7.1 The governing body has set out its commitment to these policy statements, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

7.2 The governing body seeks to avoid any discrimination against individuals when applying for jobs at our school.

7.3 The governors take all reasonable steps to ensure that the school environment gives access to all.

7.4 The governing body will report on its arrangements for ensuring equality of opportunities and diversity.

7.5 The governors welcome all applications to join the school, whatever background or disability a child may have.

7.6 The governing body ensures that no child is discriminated against whilst in our school on any of the grounds applicable to children as set out in paragraph 1.3 above. So, for example,

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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 deal with each case sensitively and with respect for the child's cultural traditions.

8 The role of the headteacher

8.1 It is the headteacher's role to implement this policy and s/he is supported by the governing body in so doing.

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

8.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

8.4 The headteacher promotes all the principles within this policy when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in collective worship, where respect for other people is a regular theme, and in displays shown around the school.

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

9 The role of the class teacher

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

9.2 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.

9.3 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 Africa and Asia and to show the true diversity of development in different parts of the world.

9.4 All our teachers challenge any incidents of prejudice or racism. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination. The headteacher reports to governors on the occurrence of racist incidents at each full meeting of the governing body.

10 Monitoring and review

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10.1 It is the responsibility of our governing body to monitor the effectiveness of this 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 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.

11 Summary

11.1 In our school the teaching and learning, achievements, attitudes and wellbeing of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

We endeavour to act at all times in accordance with all government guidance in respect of our equality duty. In particular, we have reviewed and will refer to 'The Equality Act 2010 and Schools (departmental advice for school leaders, school staff and governing bodies and local authorities) (May 2014) and any subsequent guidance/advice when dealing with any allegations of discrimination and/or harassment.

The Headteacher and Governing Body will review this policy on an annual basis.

Reviewed and revised by the Governing Body	February 2023
Next review	February 2024

References

The Equality Act 2010 and Schools (DfE 2014)

Preparing for the Future; Living Life in all its Fullness

Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do (DfE 2022)

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