



Diversity and Equalities Policy

1. Our Vision and Aims for Equality and Diversity

We will treat everyone at Pulford Lower School fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy. Pulford Lower School is committed to:

- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation (in relation to age the focus is about their employer function and not their school duties) Marriage and Civil Partnership (for employees). It is against the law to discriminate against anyone because of these 'protected characteristics.'
- Advancing equality of opportunity
- Creating good relations between different groups

We aim:

- To promote understanding of the principles and practices of equality and justice, that all learners are of equal value.
- To identify and remove discriminatory practices and procedures, including covert discrimination, harassment, offensive behaviour, physical and verbal bullying.
- To redress the effects of inequality and injustice by encouraging the participation of everyone.
- To appreciate the value of difference.
- To foster positive attitudes and values and relationships, and a shared sense of cohesion and belonging.
- To develop effective employment practices in respect of all employees and potential workforce.
- To reduce and remove inequalities and barriers that may already exist between pupils.
- To consult and involve widely through parent think tanks and at staff and governor level.

Admissions: Schools with a religious character (commonly known as faith schools) have certain exceptions to the religion or belief provisions which allow them to discriminate because of religion or belief in relation to admissions.

The Governors draw up an admissions policy each year which, whilst acknowledging the school's Christian heritage, does not discriminate against a pupil who is offered admission as outlined in the admissions policy. The Governors understand their duties to make reasonable adjustments for pupils and not to victimise any pupil in the way it provides education (see section 85 of the Equality Act). The Governors understand that pupils should not be victimised for the conduct of the parents/carers. The governors have an accessibility



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plan which is updated every three years (schedule 10 of the Equality Act).

2. Defining Equality and Diversity

2.1 Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act 2010 there are nine 'protected characteristics' these are: age; disability; gender reassignment [transgender]; marriage / civil partnership; pregnancy / maternity; race; religion and belief (and having no belief); sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership for children under 18 years) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

2.2 Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

3. Purpose and Scope of the Policy

This policy sets out Pulford Lower School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Ensure children feel happy, safe and secure around school and in addition for example, using a Circle of Friends for vulnerable children.



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- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing this policy and reporting biennially on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty (see equality statement).
- Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

The policy applies to:

- School governors
- Staff
- Parents
- Pupils (as appropriate)
- Contractors
- Visitors to the school

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
 - There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
 - The promotion of attitudes and values that challenge discriminatory behaviour and language;
 - The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

Resources are reviewed and evaluated for bias, including play materials, construction kits and language activities. Pupils work together in mixed sex groups.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of disability, age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to intervene to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;



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- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning. Pupils are, regardless of gender or ethnicity, rewarded or disciplined in the same way.

Promoting Equality: Ethos and Atmosphere

- At Pulford C of E VA Lower School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
 - The children are encouraged to greet visitors to the school with friendliness and respect;
 - The displays around the school are of a high quality and reflect diversity across all aspects of equality;
 - Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
 - Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of worship,, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council Committees and Pulford Paper;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised and open to a wide pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All staff and contractors are made aware of equalities policy and practice;
- Employment procedures are reviewed regularly to check conformity with legislation and impact.

The School values diversity amongst the staff. The School operate a flexible family approach where the school is sympathetic to the needs of staff.

Promoting Equality: Countering and Challenging Harassment and Bullying

Pupils: Pulford Lower School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors and/or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy.

Staff and Governors: Pulford Lower School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.



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- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the SLT are responsible for recording and monitoring incidents;
- The school reports to Governors and the LA the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Pulford Lower School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

4. Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, visitors and contractors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination. The SLT has attended PREVENT training which is cascaded to staff as part of yearly Safeguarding training.

To promote understanding of this responsibility Pulford Lower School will:

- Ensure governors, staff, parents, and contractors are made fully aware of our equality and diversity policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training / development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition school governors / relevant committee have responsibility for overseeing agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

4.1 Breaches of Policy

Pulford Lower School views any form of discrimination as a potential act of misconduct. Any allegation of a breach in the policy will be investigated by the SLT who may escalate to governor level. This may lead to disciplinary or other appropriate action being taken.

5. Monitoring and review

Pulford Lower School has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website. We will review this information annually. This policy will be reviewed every two years.



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6. Diversity Complaints

Pulford Lower School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Complaints should be made to the SLT.

The school follows DfE guidelines

<https://www.gov.uk/government/publications/department-for-education-equality-objectives>

This policy needs to read in conjunction with the following policies: disability equality; racial equality; anti-bullying; Safeguarding and child protection ; appraising teachers' performance; Policy for dealing with racist incidents; behaviour and discipline; medical; Learning support.

This policy will be reviewed every two years.

Policy endorsed by the Governing Board on 27th September 2023

Signed: E Price, Chair of the Governing Board

Next Review Date: September 2025

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender. The policy will be applied regardless of culture, faith or belief.