



Pupil Equality, Equity, Diversity and Inclusion Policy,

**(Including: Equality Information and Objectives
Statement)**

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Introduction

At Brinscall St John's CE/Methodist Primary School we understand that under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. (Please see our Equality Information and Objectives Statement in Appendix 1 for further information)

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Equality Act establishes 9 protected characteristics:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Age and marriage and civil partnership are 'protected characteristics' which apply in law only to employment, not pupils in education.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken,

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

The school may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as

this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance, if requested.

Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Gender reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

The school will ensure that there are suitable toilet and changing facilities for pupils to use. The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without an EHC plan.

The school will adhere to its CIOC CPLA Policy containing further information addressing equal opportunities for LAC.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.

- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

Bullying and discrimination

Our Bullying (Anti-bullying) Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff training

New staff will receive relevant training on the provisions of this policy during their induction. Whole-school staff training will be delivered regularly and will focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.

- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day and International Women's Day.

Monitoring and review

This policy will be reviewed by the headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

Appendix 1

Brinscall St John's CE/Methodist Primary School Equality Information and Objectives Statement

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

In accordance with our Mission and Vision Statement **Shine with the light of Jesus** – Matthew 5:14-16. You are the light of the world, within our school family, we aim that:

'everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each celebrate individual God given identities, and shine His light out into the world around us by the way that we live and through the actions we take.'

Within this we aim to:

- Respect the equal human rights of all our pupils;
- Education them about equality, and
- Respect the equal rights of our staff and other members of the school community.

To achieve this we will adopt the following methods:

- Embedding equality within teaching and resources.
- Using key data indications to understand the needs and characteristics of our school.
- Promoting parental engagement and understand our school community.
- Invest in staff training and development.
- Use key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

At Brinscall St John's CE/Methodist Primary School, we do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm and follows our school behaviour policy.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive, accepting and tolerant.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.

- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.
- Personal, Social, Health and Economic education (PSHE) sessions.
- Educational visits.
- British Values within worship/assemblies.

Embedding Protected Characteristics into the whole ethos at Brinscall St John's CE/Methodist Primary School promotes:

- Self-esteem, self-knowledge and self-confidence.
- Respect for democracy and support for participation in the democratic process.
- Acceptance of responsibility for their own behaviour.
- Respect for their own and other cultures.
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield.
- An understanding of Equality, Human Rights and Protected Characteristics.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

Inclusion

At Brinscall St John's CE/Methodist Primary School we develop our curriculum to be as representative of the world and our community as possible. We aim to celebrate diversity and promote acceptance and respect. We want a curriculum which allows our children to regularly learn about, and be inspired by, individuals of all abilities and from all backgrounds, cultures, genders, sexualities, religions and ethnicities. We aim that the celebration of differences is embedded in our lessons, worship and assemblies, and discussed frequently throughout the year.

Significant Individuals

We want to focus on how the persistence and determination of significant individuals, from all backgrounds, have positively influenced the world in which we live and celebrate their achievements and contributions. We have considered how we can represent a variety of people in all of our subjects.

Challenging Stereotypes

We want to make sure that we challenge assumptions to broaden our children's thinking. At Brinscall St John's CE/Methodist Primary School we use carefully chosen images, stories and activities throughout the curriculum to allow the chance to dispel stereotypes. Our careers education also enables us to challenge stereotypes within the world of work.

Diverse Visuals

We ensure that the visuals we choose are inclusive and diverse throughout the curriculum. Varied visuals also give our children opportunities to raise and discuss ideas that are important to them. This allows our children to explore the world and ask questions in a safe space.

Diverse Texts

It is really important that children get to 'see themselves' in books, both fiction and non-fiction. Not only should they see themselves but they should also be given the opportunity to see a wide range of people in all sorts of roles including that of the main characters and authors. We have committed to buying new books that continue to diversify our library, book corners and chosen teaching texts to be more inclusive and challenge stereotypes.

Inclusion

At Brinscall St John's CE/Methodist Primary School, we believe passionately that every child, of every ability, should have equal opportunities to develop and achieve, and that every child should believe that they can do and be anything they wish. St John's aims are embedded within our Christian vision - 'Shine with the light of Jesus', our Vision and Mission Statement and Gospel Values. At our school, we seek to provide a safe, caring and stimulating environment for our children.

We aim to provide opportunities to enable our children to experience life in all its fullness through a curriculum which is rich in opportunities to enable children to 'Shine with the light of Jesus' by:

- Keeping ourselves healthy as God's Holy Spirit lives within us;
- Widening the arts and cultural experiences for children, by developing links for the delivery of a broad and balanced curriculum;
- Knowing about, marvelling at and taking care of God's world.

We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves: to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

Through high quality first teaching, careful identification and targeted support we strive to meet the needs of all children in an inclusive environment. Teaching, training, expert external support and highly positive relationships between staff and children all help our children to make progress.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equality Information and Objectives Policy, further outline the school's policies regarding equality.