



Platt C.E Primary School

Equality and Diversity Policy

(Including Equal Opportunities)

Rationale

Platt CE Primary School aims to be a happy, safe and welcoming environment where all can achieve success irrespective of age, disability, ethnicity, faith, gender or sexuality. The school is committed to the promotion of Equal Opportunities for all members of the school community; discrimination on any basis is totally unacceptable in our school.

Aims

- To create a harmonious, happy school where everyone feels welcomed and valued.
- To educate, develop and prepare all our pupils whatever their age, disability, ethnicity, faith, gender or sexuality for adult life in today's society.
- To equip pupils with the knowledge, understanding, skills and attitudes to recognise and challenge inequalities that they may meet in their lives.
- To ensure that all children have equal opportunities to achieve their full capabilities and make effective use of their skills and talents, both for the benefit of others and to achieve self-fulfillment.

Equality Objectives

- For all pupils to make progress in their learning and development with equality
- To actively close gaps in attainment between all groups of pupils including Pupil Premium, SEN and CLA
- To increase children's awareness of diversity in society by fostering good relationships in our school community. This will be taught through PSHE and Collective Worship.
- To develop pupil voice through School Council, Eco Council and Leading Lights.
- To promote cultural development through a broad and balanced curriculum enriched through educational experiences in and out of school.
- To give equal access to the curriculum to all our pupils and ensure that the curriculum is balanced, objective and sensitive and does not highlight sexual and ethnic differences in a negative way.

Legislation and guidance

- This document meets the requirements under the following legislation:
- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

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Agreed FGB Meeting 28/11/22

Next Review 11/26

Source: LA model policy and the Key

- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- The equality link governor is Robin Aldcroft. They will: Meet with the designated member of staff for equality every seasonal term and other relevant staff members, to discuss any issues and how these are being addressed

Guidelines for Action

1. All pupils and adults should contribute towards these objectives by showing respect for and appreciation of each other as individuals.
2. An equal opportunities philosophy will be practiced by all staff.
3. The school will follow the LEA/Governing Body Admissions Policy, which does not permit, disability, ethnicity, faith, gender or sexuality to be used as a criteria for admission.
4. Pupils and staff names should be accurately recorded and correctly pronounced. Pupils and staff should be encouraged to accept and respect names from other cultures.
5. All forms of discrimination by any person within the school are treated seriously. A record is logged of any such incidents, by the Headteacher, recording where and when they took place. It is made clear to any offending individuals that such behaviour is unacceptable.
6. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Any graffiti should be removed immediately.
7. All staff should be aware of any possible cultural assumptions and bias within their own attitudes and that these can affect the achievement, behaviour and self-esteem of each child.
8. The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff need to be aware of any racist or sexual connotations in the languages they themselves use.
9. The school focuses on emphasising the common elements and values of a multicultural school and are sensitive to possible areas of conflict.
10. Staff are aware of the historical and contemporary processes, which have caused and may cause to sustain racism.

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Curriculum Support and Delivery

1. The school environment will reflect the achievements of the whole school community and provide positive images of a multi-cultural society reflecting the community it serves.
2. The delivery of the curriculum will positively reflect the cultural contributions of different communities worldwide.
3. The school seeks and values the input of support and actively seeks to work in partnership with EAL staff to promote the education of bilingual learners.
4. Learning support for children with Special Educational Needs is assessed and designated in accordance with the SEN policy.
5. There will be constant review of curriculum materials to ensure that they are multicultural, nonsexist and contain positive images of all groups. Children will access to accurate information about similarities and differences between cultural groups.
6. Speakers from different faiths and ethnic groups are invited to visit the school and speak to the children on a variety of subjects, supplying them with information and a wide variety of role models.
7. A range of religious events and festivals are celebrated within the school during the year.

Recruitment and Selection of Staff

Within the school the presence of educational role models reflecting all sections of the wider community is essential and this should be reflected in the recruitment and selection of staff.

All recruitment and selection procedures will strictly adhere to the guidelines of Kent County Council, with regard to equal opportunities.

This policy should be read in conjunction with our Accessibility Plan.

Other policy links include: Positive Relationships Policy, Admissions policy and our school's curriculum.

Conclusion

At our school we acknowledge and celebrate the complexity of British Society. It is recognised that we would be failing pupils if we did not prepare them for their integral part in it. We aim to provide for all pupils according to their needs, irrespective of age, disability, ethnicity, faith, gender or sexuality. We wish to equip pupils with an awareness of an increasingly diverse society. We believe that on such foundations, pupils will develop their own attitudes to a pluralistic society. Our experience is that pupils of all backgrounds show a strong desire to be part of society as it exists in our community.

"The second is like it, 'YOU SHALL LOVE YOUR NEIGHBOR AS YOURSELF.' Matthew 22:39

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