

Bishop Perrin Church of England Primary School

Equality and Inclusion Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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CONTENTS

1. [Mission Statement](#)
2. [Legislation and Guidance](#)
3. [Aims](#)
4. [Commitments](#)
5. [Equality Objectives](#)
6. [Roles and Responsibilities](#)
7. [Definitions](#)
8. [Advancing Equality of Opportunity and Eliminating Discrimination](#)
9. [Equal Opportunities for Staff](#)
10. [Breaches of the Policy](#)
11. [Assessing and Monitoring the Policy](#)
12. [Publication of the Policy and Feedback](#)
13. [Appendix 1](#)

1 Mission Statement

At Bishop Perrin CE Primary School, we encourage every child to reach their full potential, nurtured and supported in a Christian community, which supported by our Class Values of: Friendship, Endurance, Peace, Forgiveness, Reverence, Service and Justice. Bishop Perrin CE Primary has a distinctive Christian ethos, which is at the heart of the school and provides an inclusive, caring and supportive environment where children build each other up in love and learning. We are committed to promoting equality of opportunity as required by The Equality Act 2010 and tackling unlawful discrimination in all its forms whilst retaining our distinctive Christian ethos.

Each child is valued both as an individual and as a member of the school community. We are committed to equal opportunities and by this we mean that all pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of race, culture, religion, disability, gender, gender identity or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community. We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour. The school's Anti Bullying Policy sets out guidance for dealing with bullying behaviour.

2 LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty (PSED) and protects people from discrimination

[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](#).

The Public Sector Equality Duty 2011 has three aims under the general duty, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

3 AIMS

- To challenge and actively tackle all forms of discrimination;
- To prepare our pupils for life in a culturally diverse society, free from discrimination and prejudice;
- To celebrate diversity and contributions made by all the groups in the school community;
- That no one will receive less favourable treatment because of race, nationality, colour, ethnic origin, gender, marital status, sexual orientation, gender identity, age or disability.;
- To work in partnership with the local communities to reflect the diversity of its religious and cultural traditions;
- That everyone is treated with fairness and respect;
- To differentiate our teaching and learning enabling each child full access to all areas of the curriculum;
- Our school will be managed in such a way that no one will be disadvantaged or treated unfairly;
- To consider the impact of any changes to policy or practice on equality, diversity or inclusion in relation to pupils or staff and
- To monitor the progress and attainment levels of all pupils in the school, taking into account the needs of pupils from minority/disadvantaged groups and taking appropriate measures to enable all pupils to achieve the expected standards.

4 COMMITMENTS

When considering policies and practices at Bishop Perrin CE Primary School, we will always aim to take into account the needs of all people including:

- ✓ All genders, all ages
- ✓ Minority ethnic and faith groups
- ✓ Asylum seekers and refugees
- ✓ EAL learners
- ✓ Travellers
- ✓ Children with special educational needs and/or a disability
- ✓ Looked After/Previously Looked After and Adopted children
- ✓ Children with health and medical issues
- ✓ Children from families under stress
- ✓ Any children at risk of disaffection and exclusion

We will:

- Audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community;
- Enlist the help and support of relevant Local Authority (LA) services;

- Use external agencies such as Speech and Language, Educational Psychologist etc. for advice;
- Use appraisal systems to set targets for pupil progress;
- Support training to ensure that pupils have access to the best learning experiences possible;
- Ensure that every pupil has access to a range of educational visits that enriches the curriculum;
- Monitor pupil attendance data with our Education Welfare Officer and investigate attendance trends of different groups;
- Report racial incidents termly to the LA;
- Ensure incidents of extreme behaviour are recorded, investigated and dealt with and consider their impact; and
- Use the school's Worship themes, Values Framework and the PHSE curriculum to allow pupils to explore, learn and express their views around equality and inclusion. The School Council supports this work.

5 EQUALITY OBJECTIVES

At Bishop Perrin CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

- to continue to monitor and analyse pupil achievement by ethnicity, date of birth, socio-economic, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- to continue to raise levels of attainment in core subjects for vulnerable learners.
- to continue to monitor and support attendance of all groups of children in school.
- to review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
- to ensure the school environment is as accessible as possible to pupils, staff and visitors

This policy is supported within the School Development Plan but also works alongside the school's Accessibility Plan.

6 ROLES AND RESPONSIBILITIES

Governors

- The Governing Board has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based; on race, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.
- The Governing Board seeks to ensure that people are not discriminated against when applying for jobs.

- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all admissions applications to join the school, whatever a child's socio-economic background, religion, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.
- The Governing Board ensures that no child is discriminated against whilst in our school on account of their socio-economic background, religion, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.

Headteacher

- It is the Headteacher's role to implement the school's Inclusion and Equality Policy and s/he is supported by the Governing Board in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Inclusion and Equality Policy and that all staff apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

All Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Inclusion and Equality Policy.
- All staff will strive to provide material that gives positive images based on race, religion, ethnicity, gender, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and notify the Senior Leadership Team of any serious incidents so they can be recorded and dealt with in line with the school's Behaviour Policy.

7 DEFINITIONS

Discrimination: behaviours, practices and institutions which disadvantage groups or individuals on the ground of race, culture, religion, disability, educational ability, age, gender, gender identity and sexual orientation.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

Racial Incident: any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry Report (1999))

Types of discriminatory incidents that can occur, but are not limited to, are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

8 ADVANCING EQUALITY OF OPPORTUNITY AND ELIMINATING DISCRIMINATION

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, religion, ethnicity, sexuality and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and professional discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches, including displays, appropriate for the whole school population, which are inclusive and reflective of our pupils.

Also see Appendix 1

Admissions and Exclusions

Our Admissions Policy is fair and transparent, and does not discriminate on grounds of: ethnicity, race, faith, disability, gender, gender identity or sexual orientation or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Additional Educational Needs

Bishop Perrin School ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers. Our priority is to provide Quality First Teaching for all pupils - 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' Code of Practice 2014 6.37.

Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

- differentiating the activity, including for challenge
- arranging and adapting class furniture and seating plans;
- adjusting the format of resources such as the whiteboard, books and reading materials;
- supplying specialised writing tools and classroom equipment;
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils;
- supported teaching groups.

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary, such as:

- small group support at lunchtimes;
- play therapy, friendship, nurture and Lego therapy groups;
- monitoring the attendance at school clubs and extra-curricular activities of pupils with additional needs;
- individual risk assessments and adjustments for children to be able to access school trips and educational visits;

- sensory toys and tools to help with focus and concentration.

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are deployed according to need and additional hours, as outlined in Educational Health Care Plans.

Community Cohesion

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical developments of pupils at school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (The National Curriculum September 2013) The Education and Inspections Act 2006 also inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds. By ‘Community’ we mean:

- the school community – the pupils, their families and the school’s staff
- the community around the school – the local community of people who live and work there
- the wider community of Britain (the understanding of British Values)
- the global community – formed by international links.

9 EQUAL OPPORTUNITIES FOR STAFF

Bishop Perrin School is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer Bishop Perrin School needs to ensure that it eliminates discrimination and harassment in its employment practice and actively promotes equality across all groups within the workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when re-evaluating staff structures, to ensure decisions are free of discrimination.

10 BREACHES OF THE POLICY

Any incident of discriminatory behaviour by pupil staff, parents, visitors and contractors is reported to the Headteacher or Deputy Headteacher. Breaches of the policy will be dealt with in line with our commitment to meet the general duty. The incident will be discussed in line with the school's commitment to anti-discriminatory practice and appropriate action taken.

If it is deemed that addressing an incident that is initiated by a pupil can be facilitated through the curriculum, then teachers/SLT will adapt their lessons/Worship delivery to help remind pupils of appropriate behaviours.

If the Headteacher is suspected of discriminatory behaviour, the matter should be reported to the Chair of the Governing Board.

11 ASSESSING AND MONITORING

This policy will be reviewed every three years by the Governing Board (or sooner if there is a change in guidance or legislation). The effectiveness of the school's Equality and Inclusion Policy will be monitored the following mechanisms:

- Pupil curricular and extra-curricular access, engagement and progress;
- Any discriminatory behaviour or actions that are evidenced within the school community;
- Pupil awareness of equal opportunity and diversity related issues and the contribution that others make to the school and wider communities.
- The work of the Parent Forum (which meets termly)

This will be carried out through review systems that are in place and include pupil progress meetings, termly returns to the LA, termly School Improvement Partner meetings and reports and SLT meetings.

12 PUBLICATION OF THE POLICY AND FEEDBACK

The Equality and Inclusion Policy will be published on the school website and is available as a paper copy on request from Office.

Bishop Perrin School welcomes feedback and comments about its Equality and Inclusion Policy from all its stakeholders. This can be done via letter, email or by arranging a meeting with the Headteacher.

Appendix 1

Ensuring Equality of Opportunity and Participation

The school will ensure that:

- Pupil achievement is monitored by ethnicity, gender, date of birth, additional educational needs criteria, Free School Meal (FSM) and previous FSM status and any trends or patterns in the data that may require additional action to narrow the gap are discussed, agreed and actioned
- All staff are aware of the school's Equality and Inclusion Policy;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by (election); class assemblies; fund raising; sporting activities
- Pupils with additional needs (both educational and medical) can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and assemblies;
- Extended school activities such as extra-curricular after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality and Inclusion Policy through input and feedback from staff meetings, School Council meetings, parent questionnaires and the Parent Forum, etc.

The school will provide:

- Additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of pupils with additional needs (learning Support Plans and extended Parent Interview timings);
- Consideration for all adults accessing the school who have mobility or health issues in order to allow them to fully participate in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting Needs

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of ethnicity, gender, religion and additional needs, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Not discriminate on grounds of disability when recruiting and appointing both members of staff and Governors. The school will support them in their work and development, and make reasonable adjustments to make sure they can fully participate and contribute;
- Regularly review its curriculum to facilitate learning, events, activities and opportunities for pupils to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Supporting pupils with additional needs in the period of transition between primary and secondary school
- Help pupils to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;