



Lenham Primary School

Equality, Diversity and Inclusion Policy

September 2014.

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1. Introduction

Lenham Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families in line with the Every Child Matters Agenda. We also value our staff and are committed to good employment practice.

Lenham Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

Lenham Primary school does not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

In this we include all members of the extended school community - pupils, staff, Governors, parents and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

2. Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Inclusion Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable Lenham Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued

- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Making inclusion a thread that runs through all of the activities of Lenham Primary School

3 Definitions

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat - or would treat - other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Definition of parents

A parent is a wide reference (as in education law generally) not only to a pupil’s birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Race includes colour, nationality and ethnic or national origins.

Religion is any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief is also protected characteristics.

Disability is when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

4 Aims

Equality and Diversity is about making a difference to the lives of the people in the school community, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

5 Our Ethos

Lenham Primary School is a welcoming and caring community of children, parents, staff and governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a creative curriculum we will enable each child to share the responsibility for becoming independent and confident learners, and achievers in a continually changing world.

6. Guiding Principles

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability - so that reasonable adjustments are made
- Ethnicity - so that different cultural backgrounds and experiences of prejudice are recognised
- Gender - so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. Lenham Primary School will no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure.

Principle 5: Reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight

Lenham Primary school impact assesses all policies in terms of the impact it may have on protected characteristics.

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every policy at Lenham primary school is scrutinized through an equality impact assessment (EIA) and an action plan formulated to enhance equality and inclusion where possible. This action plan is reviewed each time the policy is reviewed

We regularly review our equality objectives and report annually on progress towards achieving them.

7 School Context - put Lenham data here

Characteristic	Total	Breakdown (number and %)
Number of staff		Female, Male
Number of governors		Female, Male

Religious character
Mobility of school population

School Deprivation
Indicator

Disabled staff
Pupils on roll (September 2012)

Disabled pupils (SEN/LDD)
Disabled pupils (no SEN)
Pupils on SEN Register
SA/SA+
Statemented pupils

School Action pupils
School Action + pupils
White and Black British
pupils
White and Asian pupils
White British pupils
Any other mixed background
pupils

Average attendance rate
Significant partnerships,
extended provision, etc.

Awards, accreditations,
specialist status

8. Implementation

8.1 Admissions

Lenham Primary School welcomes applications from the whole community

- We base our admissions policy on a fair system (refer to Admissions Policy)
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions
- We practice Equal Opportunities that are accessible to all
- We discourage discriminatory behaviour by staff or parents and will take appropriate action

- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability
- We have ensured that action plans are developed for children and parents with disabilities so that they can participate successfully in the activities offered by Lenham School and in the curriculum offered
- We advertise our school widely in the local community and have a website
- We try to reflect the diversity of members of our society in all our publicity and promotional materials
- We provide information in clear, concise language, whether written or spoken

8.2 School Curriculum

The curriculum offered at Lenham Primary School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs such as SEN, etc, and also the importance of scrutinising assessment materials for cultural bias

8.3 *Valuing Diversity in Families*

- We welcome the diversity of family lifestyles and work with all families
- We encourage parents/carers to take part in the life of Lenham Primary School and to contribute fully
- For families who speak languages in addition to English, we will develop plans to ensure their full inclusion
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support

8.4 *Food and Dietary Needs*

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

8.5 Events

- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

8.6 Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS - this ensures a fair selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community
- We do not ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.

8.7 Staff Training

All staff at Lenham Primary School will have their professional development needs met in relation to this agenda. This includes staff across all sections (teaching, support, mid-days, office staff, etc) and support that will be provided to meet their training needs as outlined in our School Development Plan. New and temporary staff will be made aware of our Equality, Diversity and Inclusion Policy and other practices in relation to this.

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We review our practices regularly to ensure that we are fully implementing our Equality, Diversity And Inclusion Policy

9. Equality Impact Assessments

Lenham Primary school has a legal obligation to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This means:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind - it is not just a question of ticking boxes or following a particular process.
- Schools can’t delegate responsibility for carrying out the duty to anyone else.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Lenham Primary School records equality considerations and publishes such to demonstrate that the due regard duty is being fulfilled. These are recorded each time a policy is reviewed and an EIA document is completed.

10. Roles and Responsibilities

All who are associated with Lenham Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Providing leadership and drive for the development and regular review of the school’s policies
- Providing leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies

- Highlighting good practice and promote it throughout the school and wider community
- Providing appropriate role models for staff, pupils, parents and all other stakeholders
- Congratulating examples of good practice from the school
- Ensuring a consistent response to incidents e.g. bullying cases and racist incidents
- Ensuring that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Making sure that the school has up-to-date Equality Schemes and Action Plans

Our Headteacher is responsible for:

- Initiating and oversee the development and regular review of equality policies and procedures
- Consulting pupils, staff and stakeholders in the development and review of the policies
- Ensuring the effective communication of the policies to all pupils, staff and stakeholders
- Ensuring that staff are trained as necessary to carry out the policies
- Overseeing the effective implementation of the policies
- Holding subject leaders accountable for effective policy implementation
- Providing appropriate role models for all staff and pupils
- Providing opportunities and mechanisms for the sharing of good practice
- Taking appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensuring that the school carries out its statutory duties effectively

Our Staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

Our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

Our parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

Visitors and contractors are responsible for:

Knowing and following our policy

Overseeing the Policy

Responsibility for overseeing equality practices in the school lies with Ceri Norey, the policy coordinator and Jayne Hewish. Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers)
- Monitoring exclusion
- Monitoring Impact assessments and the associated action plans.

11. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

Claims of discrimination must be made within 6 months of the date of the act to which the claim relates.

Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by KCC.

12. Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement

- The exclusion and other aspects of the behaviour management system by protected characteristics
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stipulated.

In considering the effectiveness of this policy consultation will be undertaken with staff, governors, pupils and parents to assist in this review process.

13. Publication and Dissemination

We are committed to sharing information about our Equality, Diversity and Inclusion Policy as broadly as appropriate. To this end, we will publish an equality impact assessment and new actions each time a policy is reviewed.