



Jacobstow Primary School and Preschool

C,A,R,E,S—about preparing our children for their role in the world of the future

POLICY – EQUALITY AND DIVERSITY

This is part of our set of safeguarding policies.

This policy has been reviewed to ensure that the important values of Equality and Diversity are an integral part of our school community.

Equality of opportunity and social inclusion ensure that all communities and organisations can truly benefit from the positive contributions everyone has to make to society.

The success of the school's Equality and Diversity Scheme requires ownership by Governors, senior leaders, all staff, the school community and the young learners, and other stakeholders.

The school's Equality and Diversity Scheme essentially:

- Sets out the school's overall commitment to equality and diversity in one central document. It contains the school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity and how the school will manage, plan and include its equality and diversity policy within its day to day work.
- Acts as the 'umbrella' document for both our statutory and non-statutory equality and diversity duties. To ensure that the focus is on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

In the implementation of this policy, Jacobstow School takes account of the 9 Protected Characteristics of;

Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, and Sexual orientation at every level of the school life.

Jacobstow School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strives to ensure that the culture and ethos of the school reflects the diversity of all members of the school community where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

This is evidenced in our aims:

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To achieve this aim:

- all children should achieve enjoyment and excellence during their first years at school
- all children should feel safe and that their safety should be protected by the school
- all children should know how to keep healthy
- all children should acquire the skills necessary to enable them to make a positive contribution to their school and home communities
- all children should acquire the skills necessary to enable them to achieve future economic well being

We want everyone to be proud to be part of the Jacobstow family and its community and to remember that everyone is special.

Pupils

The key elements for equalising opportunities in an inclusive way are:

- Entitlement to Opportunity

The school's role is to promote access to the curriculum and development through it. An accessible curriculum will have elements in it that attract all children because they are recognised and valued by all.

- Entitlement to Contribute

As well as receiving knowledge, children contribute to the process of education by bringing to it their cultural experiences, values and perspectives. We will endeavour to utilise such contributions in the learning process.

- Entitlement to be Valued

Children need to be visibly esteemed as individuals, in groups and as family members to recognise that they are valued.

The partnership between parents and our school in the education of the child is of particular importance. Children are to be encouraged to develop a positive self image, to develop a sense of autonomy and independence.

To fulfil these entitlements we aim to:

- Deliver a curriculum which gives all children the opportunity to reach their full potential.
- Prepare all children for life in a multi-cultural society in accordance with national and local guidelines.
- Actively counter racism, sexism and any other discriminatory practices.
- Encourage positive attitudes and relationships, celebrating achievements of all.
- Challenge stereotyping.

These aims will be achieved by;

- Providing a broad, balanced, differentiated curriculum in which all children will be encouraged to participate in all areas. The curriculum will be regularly monitored and evaluated by Governors and staff.
- Recognising that children have different learning styles and utilising a variety of teaching techniques in practice.
- Developing teaching strategies which enhance a positive image and allow learners to contribute from their own cultural perspectives.
- Challenging stereotypical images.
- Providing experiences that compensate for lack of confidence which may have arisen through different forms of stereotyping.
- Being fair in the way time and resources for pupils are allocated.
- Using a wide variety of grouping in and out of classes according to purpose and need.

- Promoting tolerance and understanding of other customs, sexuality, races, cultures and faiths.
- Ensuring that the content and process of the curriculum prevents the transmission of negative attitudes towards others.

(Other policy documents also reflect our commitment to equal opportunities)

Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, age, race, disability, religion or belief and sexual orientation.

Aims and Values: Jacobstow Primary School Single Equality Scheme:

We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging stereotypes, as well as harassment and bullying. Schools also need to be at the forefront of promoting equality in terms of outcomes for pupils.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are, therefore, equally ambitious for all our pupils and staff. We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the individual needs of all our stakeholders is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - Creating effective learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. The school is committed to incorporating targets into lesson planning and staff training.

Using ASP and Cornwall county data as well as, school monitoring systems, pupil audits and lesson observations by senior staff, we track and analyse the achievement of all our pupils. This analysis is the basis for our school development plan and targets we set ourselves and our children.

Jacobstow Primary Single Equality Scheme will be monitored by the Leadership Team using the following:

- Lesson observations and feedback by teachers;
- Sampling of lesson planning;
- Sampling pupil work;
- Monitoring of incidents involving both pupils and staff relating to equality issues (e.g. sexual harassment, sexist, homophobic and transgender bullying, racist incidents etc.);
- Surveying pupil, parent and staff experiences and perceptions;
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extracurricular activities etc;
- Staff perceptions of gender issues related to career progression, access to training and maternity/paternity leave etc.

Equality Duty

The 9 Protected Characteristics-

The school will constantly review its policies and procedures to ensure that any discriminatory practices are identified and addressed - in the recruiting of staff, pay and conditions of staff, equality of opportunity for staff, pupils (and their families) or governors.

The aims of the school, as written above, are incompatible with discriminatory practice.

A definition of the specific protected characteristics is attached in Appendix 1 Reporting of incidents.

Any incidents which constitute a breach of this policy – racism, discrimination or harassment will be reported to the local authority

Incidents of harassment will be dealt with according to the school's Behaviour Policy.

Review

Staff and Governors will monitor and evaluate our school's performance in equalising opportunities for all looking at progress data which considers possible gender differences and the progress of vulnerable pupils.

This policy will be reviewed by the governing body every 3 years or in line with changes in legislation.

Appendix 1- Definitions of protected characteristics (sourced from Cornwall Council website)

Age Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability A person has a disability if s/he has a physical or mental impairment which has a substantial and longterm adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment The process of transitioning from one gender to another.

Marriage and civil partnership A person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman..

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

You are also protected if you are discriminated against because you are perceived to have, or are associated with someone who has, a protected characteristic, For example protecting carers from discrimination.

The Equality Act will protect people who are, for example, caring for a disabled child or relative. They will be protected by virtue of their association to that person.