



THE BLUE SCHOOL

CHURCH OF ENGLAND

*Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.*

Colossians 3:17

Policy: Equality and Diversity Policy

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1 Statement Of Principles

The Church of England's [Education Vision](#) and guidance underpins our work at The Blue School. This vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart, serving the common good. There are four main themes:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

The Equality and Diversity Policy policy draws on these to underpin our commitment. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, governors and visitors in the school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

Equality at The Blue School should impact aspects of school life and is the responsibility of every member of the school and wider community. Every individual should feel safe, secure, valued and of equal worth.

Valuing diversity is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs, sexual orientation or any of the recognised protected characteristics under the Equality Act 2010.

2 Legal Framework and Statutory 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

[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](#).

In October 2010 the Equality Act came in force and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified:

- | | |
|---|--|
| <ul style="list-style-type: none">– Race– Disability– Gender– Age– Sexual orientation | <ul style="list-style-type: none">– Religion and belief– Gender reassignment– Pregnancy and maternity– Marriage and civil partnership |
|---|--|

3 Monitoring and Review

It is the responsibility of the headteacher to monitor and evaluate this policy, alongside the Governing Body. They are responsible for:

- Providing updates on equalities legislation and the school’s responsibilities in this regard;
- Working closely with the lead SLT member responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs and Disabilities (SEND), Looked After Children, Minority Ethnic Pupils, Traveller children, pupils who speak English as an Additional Language (EAL), and those entitled to the Pupil Premium, in the following recommended areas;
- Pupils’ progress and attainment
- Teaching and learning

- Behaviour, discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

4 Policy Commitments and Objectives

4.1 Promoting Equality: Curriculum

We are committed to providing all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and seeks opportunities to reflect the background and experience of pupils and families in the school;
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- Diverse role models are key to every year's knowledge organisers.
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting Equality: Achievement

The Blue School has consistently high expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special

educational needs, disability and disadvantage;

- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting Equality: Ethos and Culture

- At The Blue School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The pupils are encouraged to greet visitors to the school with respect;
- The displays around the school will be of a high quality and reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents/carers) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council which regularly seeks their views;
- Positive role models are used throughout the school to ensure that different groups of pupils see themselves reflected in the school community.

4.4 Promoting Equality: staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;

- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting Equality: countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The School has a clear, agreed procedure for dealing with prejudice related bullying incidents in its Rewards and Behaviour Policy, and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Mr P Hammer);
- The School records prejudice related incidents and reports the number of these to the Governing Board and uses the data to implement actions to tackle those prejudices.

4.6 Promoting Equality: Partnerships with parents, carers and the wider community

The Blue School aims to work in partnership with parents/carers. We:

- Take action to ensure parents and carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents' views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

5 Responsibility for the policy

In our School, all members of the school community have a responsibility for the promotion of equalities

5.1 The Governing Board

has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality and Diversity Policy is maintained and

updated regularly; and that equality objectives are easily identifiable;

- The actions, procedures and strategies related to the policy are implemented;
- The Chair of Governors will have an overview, on behalf of the governing Body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

5.2 The Headteacher and Senior Leadership Team

have responsibility for:

- In partnership with the Governing Board, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality and Diversity Policy and any associated action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

5.3 All School Staff

have responsibility for:

- The implementation of the school's Equality and Diversity Policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school,

6 Measuring the impact of the policy

The Equality and Diversity Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. Equality analysis (equality impact assessment) will be undertaken annually. The main findings from equality impact assessments will be published for the school community and used to make improvements.

7 Links to Other Policies

All policies are informed by the Equality and Diversity Policy. The following policies will make specific reference to the objectives of this policy:

- Curriculum Policy
- PSHE Policy
- Rewards and Behaviour Policy
- Attendance Policy
- SEND Policy
- Pupil Premium Policy
- Pupil Wellbeing Policy
- Relationship & Sex Education Policy