



EQUALITY AND DIVERSITY POLICY

Committee Responsible:	Teaching and Learning Committee
Person Responsible:	Headteacher
Date Approved by FGB:	March 2019
Date for Review:	March 2020

Signed.....

Date.....



1 Introduction

This policy is intended to respond to the spirit as well as the letter of the Equality Act 2010. At Coldwaltham, St James' School we recognise that we have a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions. We are all equal in Christ Jesus.

This Equality and Diversity Policy is underpinned by our vision and informs our School Development Plan. It enables us to:

- demonstrate how promoting equality and eliminating discrimination can help raise standards;
- ensure that equality and diversity are part of the school's core business both as a school and as an employer;
- ensure that the spirit of the school community is love, joy, peace, patience, kindness, generosity, faithfulness and self-control;
- ensure that our priorities for raising standards support our equality objectives;
- inform the overall evaluation of our effectiveness for future Ofsted inspections, and
- ensure that our equality objectives complement the "Every Child Matters" outcomes for children.

To ensure success and meet the Public Sector Equality Duty (PSED) the school will:

- analyse annual information to demonstrate compliance with the PSED;
- publish Equality Objectives (appendix A) and review them annually.

2 What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit fairly from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

3 What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual and that our individuality is made up of characteristics we share with others.

The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender



- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

This policy applies to all employees, governors, casual workers and volunteers as well as to parents/carers and pupils, and includes all extended services offered at the school.

4 Guiding Principles

In fulfilling our legal obligations, recognising protected characteristics and establishing our school ethos, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value as per the nine Protected Characteristics.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier 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, women and men are recognised;
- sexual identity.

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

We intend that our policies, procedures and activities promote:

- positive attitudes and actions towards people with disabilities, good relations between people with disabilities and people without disabilities, and an absence of harassment of people with disabilities;
- 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, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good practice in staff recruitment, retention and development

We intend that our policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development guided by the nine Protected Characteristics.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist as per the nine Protected Characteristics.

Principle 6: We consult and involve

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties as described in the Equality Act 2010.

Principle 8: Society should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life for all.

Principle 9: Objectives

We formulate and publish equality objectives (appendix A) which we keep under review and publish a report annually.

5 The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in section 4 above.

6 Ethos and Organisation

We ensure that our guiding principles apply to all our policies and procedures including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;



- admissions and attendance;
- staff recruitment, retention and personal development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents and carers;
- working with the wider community.

7 Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the Governing Body will be appointed to monitor the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher also has day-to-day responsibility for co-ordinating implementation of this policy.

All staff are expected to adhere to this policy; promote an inclusive and collaborative ethos in the classroom; deal with any prejudice related incidents that may occur; plan and deliver the curriculum and lessons that reflect our Guiding Principles; attend appropriate training that enables the School to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.



Appendix A

Equality Objectives:

- To increase understanding of equality through direct teaching across the curriculum.
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To promote cultural development and understanding through a rich range of experiences both in and beyond the school.
- To promote understanding of the Equality Act 2010.