TRIMLEY ST. MARTIN

Equality and Diversity Policy 2024-2026

Trimley St Martin Primary School
Revised December 2024

Equality and Diversity Policy

Statement/Principles

The Governors and Staff at Trimley St Martin Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the staff i.e. medical services, school improvement services, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

At Trimley St Martin School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

The underlying ethos of our school values the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racist discrimination, homophobia, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, sexual orientation, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. We believe that these commitments are as important in the context of a school such as ours with severely limited ethnic diversity as well as in a school with a more ethnically diverse population.

Policy Development

This policy reflects the consensus of opinion of the school community. It has been drawn up as a result of discussing within a working party made up of representatives of teaching and support staff, parents, governors, school ambassadors and wider community representatives.

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, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation is the headteacher. She will be responsible for:

- Providing updates on Equalities legislation and the school's responsibilities in this regard; leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area
- Supporting positively the evaluation activities that moderate the impact and success of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups, eg Special Educational Needs and Disability (SEND), Looked After Children also known as Children in Care (CiC), and Free School Meals (FSM).

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy;
- Incidents of racism, homophobia, disability and sexist incidents and all forms of bullying;
- Parental involvement;
- Participation in extracurricular activities;

- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions; Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that PSHE and Citizenship cover issues of equalities, diversity, religion, human rights and inclusion; as well as ensuring that different types of family are presented as of equal value.
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher enthusiasm as a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school who will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school as a whole placing a very high priority on the provision for those with special educational needs and disabilities. We aim to meet all pupils' learning needs including the more able through carefully assessed and administered programmes of work (see SEN Policy and Disability Equality Scheme);
- The school providing an environment in which all pupils have equal access to all facilities and resources;
- Creating an environment where all pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account their cultural and lifestyle backgrounds, their linguistic needs and their learning styles.

Ethos and Atmosphere

- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, and classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within the school is a high priority. When ordering new resources and materials, staff consider how they promote equalities. Resources will:

- Reflect 'the reality of an ethnically, culturally and sexually diverse society';
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of the school community consistent with health and safety;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at this school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians;
- Use first language effectively for learning.

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.
We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers)
We try to ensure that all such non staff members who have contact with children adhere to these guidelines and are CRB checked.

Provision for Bilingual Pupils

We will undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Asylum seekers
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- All pupils, staff, parents and carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals.
It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

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 and ensure good practice which takes account of equalities through the recruitment and selection process;
- Equalities policies and practices are covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;

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

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils achieve their potential.
We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Encouraging members of the local community to regularly join in school activities;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Management along with the Governing body is responsible for:

- Providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Scheme;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or the Local Authority or recognised training provider.

The Measurement of the Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessment to be undertaken at the appropriate time within a given timescale for impact assessment will be drawn up.

Impact Assessment

The school keeps a written record (known as an Equality Impact Assessment) to show how we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix 1.
The guidance accompanying the framework is found in Appendix 2.

Last Reviewed: December 2024

Appendix 1
Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed.

Key Topics	Disability	Ethnicity	Gender & Sexual Orientation	Religion
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whatever their gender or sexual orientation? Or are outcomes different for females and males with some being disadvantaged?	Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experience? Or is a 'one size fits all' approach adopted?	Is due account made of the specific needs and experiences of pupils from all religious groups? Or are some excluded or not included?
3. Benefits for the workplace	Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whatever their gender or sexual orientation? Or are there differential impacts, both positive and negative?	Do all members and potential members of the workforce/pupils benefit whatever their religious or non religious background? Or are some excluded or not included?
4. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between	Do our policies promote positive interaction and good relations between different groups and	Do our policies promote good relations between men and women and between people of different sexual orientation? Or is there mutual	Do our policies promote good relationships / respect / tolerance / similarities between all

Appendix 2

Principles and criteria for equality impact assessments

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised

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

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender and sexual orientation.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

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

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.