



Equality and Diversity Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Aspiration

Kindness

Responsibility

Courage

Confidence

Honesty

Collaboration

Compassion

Approved: Summer 2021
Review: Summer 2025

Introduction

Kender is a culturally rich and fully inclusive community school. Approximately 38% of our children are eligible for Free School Meals and many of our pupils come from broadly deprived backgrounds. We aim to provide a cohesive community seeking to support each other in the pursuit of lifelong learning.

Rationale or statutory requirements

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity and Gender. Through this policy, Kender Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with age (applicable to employees only), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors and visitors.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Our Vision and Values

Kender Primary School is dedicated to inspiring and empowering the next generation of positive, inclusive, tolerant and active global citizens through high quality education. The school is determined to provide our children with the skills necessary to fulfil their full potential.

Kender Primary School is steadfast in its commitment to standing up against all forms of inequality. Everyone is welcome here, regardless of age, disability, gender, marital status, race, religion, gender, pregnancy and maternity or orientation.

This is a collective responsibility and all members of the Kender community will continue to challenge stereotypes and contribute in a meaningful way to create a fair and equitable society.

As part of our commitment to embedding equalities and diversity objectives in our school, we have signed up to the Local Authority Race Equality Pledge, are members of Halo and have set up a Diversity Community which will comprise staff, parents and members of the governing body.

Our strategic aims and objectives

Our aims and objectives are guided by the following nine 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:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender or gender identity; and
- whatever their sexual identity.

Principle 2: We value diversity

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. We believe valuing diversity means actively recognising the needs, strengths and talents of every individual and every community. We nurture the potential of all and maximise the opportunities for all. 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; or
- sexual identity.

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

Policies, procedure and activities promote:

- positive attitudes and actions 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; and
- 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 equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy, maternity and paternity.

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 between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men; and
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

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. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

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 listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum; and
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

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

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men; and
- gay people as well as heterosexual.

Principle 9: Objectives

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

- disability;
- ethnicity, religion and culture; and
- gender.

Our practice**Arrangements, Roles and Responsibilities**

1. The equality objectives for Kender Primary School will be set out formally and are referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.
3. Kender Primary School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2010.

Curriculum

1. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjusted as appropriate to ensure that equality groups are supported positively.
2. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
3. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

1. 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.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. 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.

4. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.
5. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, eg attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes; and
 - attend appropriate training that enables Kender Primary School to keep up-to-date with equality issues.
6. 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. We value the opportunity to take a holistic approach in fulfilling our equality duties.
7. 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.
8. Kender Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:
 - disability;
 - special educational needs;
 - racism and xenophobia;
 - gender and transgender;
 - religious groups and communities;
 - travellers, migrants, refugees and people seeking asylum; and
 - sexism and homophobia.

Liaison with the wider community

We involve the community in the following ways:

- we invite and encourage speakers who come from a variety of cultures, and communities to visit our school
- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship

Parental/volunteer involvement

Kender Primary is an open and welcoming school and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

We have a school therapist who can support parents with their children and also difficulties that they might be experiencing at home.

Parents are invited to communicate directly with their child's teacher via email access. Parents/carers can access information about school events etc on the school website which is regularly updated. Open afternoons are periodically in order that the parents can see what the children are learning about.

Our monitoring, evaluation and reporting

Kender Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011 and will publish our equalities statement on the school's website and report upon these annually.

Links to other curriculum areas

Links to other policy documents

Access to this policy document

This policy is available via the school office, is available on the school website or on request.