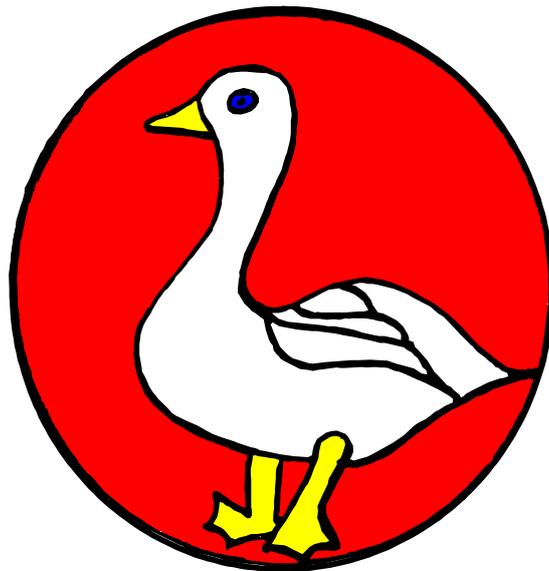


# Morpeth First School



## Single Equalities and Diversity Policy

## **Morpeth First School**

### **Single equalities and diversity Policy**

Single Equalities and Diversity Policy - streamlining equalities policies with the duty to promote community cohesion.

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.

Morpeth First School shares Northumberland County Council's commitment to 'making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school' (NCC Equality and Diversity Policy 2005).

#### **Aim**

The aim of this policy is to provide an overall framework for the school's action to promote equality and eliminate unlawful discrimination for pupils, staff and the wider community using the school. Through embedding equality and diversity in the school's policies and practices we aim to promote community cohesion.

The Protected characteristics used as a structure for this framework are:

- Race
- gender
- Gender reassignment
- Disability
- Religion/Belief
- Marriage/civil partnership
- Sexual orientation
- Age
- Pregnancy/maternity

#### **Commitment to equality and diversity**

At Morpeth First School, we are fully committed to discharging our duties for all pupils, employees and visitors to the school. The single Equalities and Diversity action plan contributes to an overall commitment by the school to improve standards, eliminate discrimination, advance equality and build a positive ethos where all members of the school and wider community are respected.

#### **Legal Framework**

We welcome our duties under the Equality Act (2010) to eliminate discrimination and foster good relations in relation to age, sex, disability, ethnicity, gender, gender identity, religion and belief and

sexual orientation. We aim to actively promote Community Cohesion and to teach about character and values through SMSC in the curriculum. We recognise that these duties are essential and reflect international human rights expressed in the UN convention on the Rights of the Child and People with Disabilities and the Human Rights Act (1998)

The local authority is considered to be a key partner in the development of school policy as it discharges its role *‘..to support all schools and other educational institutions to become more inclusive through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well being of every child matters’ (School Improvement Services, Children’s services NCC).*

We will ensure that this policy and accompanying documentation is accessible through publishing them electronically in appropriate formats and making them available on request in large print, on tape and in community languages other than English.

We will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority level and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a compliance notice if it fails in its duties under the act. If the school fails to comply within 3 months of the Compliance notice, the ERHC can ask the courts to order the school to comply.

## **The policy will be effective from November 2016 and be reviewed 2019**

### **Guiding Principles**

The actions in this policy are guided by the following principles:

#### **Principle 1 All learners are of equal value**

We see all learners, potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual orientation

#### **Principle 2 – We Recognise and Respect Difference**

We recognise that treating people equally does not necessarily involve treating them the same, our policies do not discriminate but must take into account differences of life experiences, outlook and background, and the kind 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 different needs and experiences of girls and boys, men and women are recognised

- Religion, belief or faith background or having no religious beliefs
- Sexual identity
- Gender 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 towards disabled people and good relations between disabled and non-disabled people
- Positive interaction and relationships between groups that are different from each other in terms of ethnicity, culture or religious affiliation
- Mutual respect between children and adults of different sex and an absence of sexual, homophobic, biphobic and transphobic language or discrimination

**Principle 4 – We observe good equalities practice in recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees in recruitment, promotion and in continuing professional development.

- Whether or not they are disabled
- Whatever their ethnicity, culture, religion or national status
- Whatever their gender, sexual identity and with full respect for legal rights relating to pregnancy and maternity

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

We take opportunities to optimise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Children from disadvantaged backgrounds

**Principle 6 – We aim to improve society through our actions**

We believe that our policies and practices should improve social cohesion through greater understanding of different societal groups such as:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- People from disadvantaged backgrounds
- People of all sexual orientations
- Gender variant people

**Principle 7 – We base our practices on evidence**

We maintain qualitative and quantitative information towards greater equality in relation to:

- Special Educational Needs and Disability (SEND)
- Gender
- Children from disadvantaged backgrounds

### **Principle 8- Data**

Each year we formulate and publish data we have collected in relation to :

- Disability and Special Educational Needs
- Gender
- Disadvantage

### **The Curriculum**

We continually keep the curriculum under review in order to ensure that teaching and learning reflect the principles listed in this statement.

### **Ethos and Organisation**

We ensure that the principles listed above apply to the full range of policies and practices including those concerned with;

- Pupils' progress, attainment and achievement
- Pupils' personal development and welfare
- Admissions and attendance
- Recruitment, retention and professional development
- Teaching methodology
- Behaviour, discipline and exclusions
- Working in partnership with parents and carers
- Working with the wider community
- Safeguarding children in education

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above including:

- Prejudice around disability and special educational needs
- Prejudice around racism and xenophobia, including that directed towards religious groups and communities which may be the precursor towards extremism and radicalisation
- Prejudice against Travellers, migrants refugees and those seeking asylum
- Prejudice reflecting sexism and homophobia, biphobia and transphobia

There is clear guidance for teachers defining how prejudice related incidents should be identified, assessed recorded and dealt with in line with Northumberland County Council Guidance.

We will report regularly to the local authority about the numbers and types of race related and homophobic incidents. We have links to work in partnership with Northumberland Safeguarding Children Board and Northumbria Police as part of the Prevent Program.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with up to date legislation and that this policy, its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy; for ensuring 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.

All staff are responsible for:

- Promoting an inclusive and collaborative in classrooms and around school
- Challenging prejudice related incidents that may occur
- Plan and deliver a curriculum that reflect the ethos and the principles set out above
- Support children in class for whom English is an additional language

### **Information and Resources**

We will ensure that the content of this policy is disseminated to all staff and Governors and is available to parents, carers and the wider community.

### **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff Development**

We will ensure that all staff and Governors have access to appropriate resources and professional development regarding concepts of equality, diversity and community cohesion in appropriate detail.

### **Breaches of the Policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with by the Head Teacher and Governing Body.

### **Monitoring and evaluation**

We collect and use qualitative and quantitative data relating to the implementation of this policy and make adjustments as appropriate.

In particular, we collect, analyse and use data in relation to achievement broken down as appropriate according to special Educational Needs and Disability (SEND), disadvantage, EAL and Gender.

Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_