

# Equality & Diversity Policy & Plan



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## 1. Aims

### Our Vision and Aims for Equality and Diversity

# Let your light shine

Matthew 5:15

St. George's is a loving and caring community and our Christian values are at the heart of everything we do.

Every child and adult in our community is wanted, accepted and respected.

God makes each person unique in many special ways.

Each and every person is precious, bringing special distinctiveness, gifts and talents to the world, things that no one else can; at St. George's we call these our sparks.

Our vision, inspired by the gospel according to Matthew, is that together,  
we light our sparks and let our light shine,  
living God's love.

At St. George's we are creating a deeply Christian school for our whole community.

## Lighting A Spark In Everyone

In our school every child matters. We aim to ensure every child feels safe, happy and enjoys their learning and makes a positive contribution. We feel that this policy offers a set of values, which make clear the boundaries of acceptable behaviour and outlines the rewards and sanctions that will be fairly and consistently applied. Everybody in our school adheres to these rules and we challenge anybody who doesn't practice equity, trust, honesty, respect, consideration, appreciation and responsibility. We work hard to create a 'no blame' culture in which we understand that equality is everybody's role and responsibility. We encourage all members of our community to ask others for guidance and support if they are unsure.

We treat everyone fairly, celebrating differences and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

We aim to:

- maintain and promote reciprocal relationships between the school, parents and community which foster respect, honesty, truth, cooperation and tolerance.
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- ensure that everyone, whatever their needs and capabilities, is included and catered for.

- value each individual and recognise and respond to the needs of all children.

## **2. Legislation and statutory responsibilities**

### **2.1 Equality Act 2010**

Equality is about fairness and equality of opportunity. We acknowledge that advancing equality of opportunity sometimes involves treating people differently, according to their needs (making reasonable adjustments). Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

The Equality Act (2010) recognises the following 'protected characteristics';

- disability,
- age,
- gender reassignment [transgender],
- marriage / civil partnership,
- pregnancy / maternity,
- race (including colour, nationality, ethnicity or national origin)
- religion and belief (and having no belief),
- sex (gender)
- and sexual orientation

Under the general duty we exercise 'due regard' in respect of each of the protected characteristics to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

### **2.2 Diversity**

Diversity encompasses valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we acknowledge different needs to ensure opportunities are available to all and potential is fulfilled. Promoting diversity and a diversity friendly culture helps to create a school community which practices our Christian ethos.' and contributes to better outcomes for all pupils.

## **3. Purpose and Scope of the Policy**

This policy sets out Toddington St. George C of E School's commitment to promoting equality and diversity. We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Adapting teaching resources to ensure they are reflective of the diversity of our community and include positive images of the protected characteristics.

- Providing a curriculum which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Working with multi agencies such as 'EMA Network' which provides guidance on supporting pupils and families from minority ethnic backgrounds, British Red Cross and Central Bedfordshire Council.
- Supporting children's emotional needs and developing their emotional intelligence through wellbeing scanning, restorative practices and through the school's Inclusion team.
- Ensuring all staff understand what a prejudice based incident is, how to deal with it and the importance of reporting and monitoring such incidents.
- Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website or will be made available in an alternative format as requested.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multi Agency Professionals
- Contractors

#### **4. Roles and responsibilities**

Members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality and challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility we:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure we are doing all we can to

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

In addition, School Governors have responsibility for overseeing, agreeing, monitoring and reviewing our School's equality objectives, and related activity.

#### **5. Breaches of policy**

Toddington St. George C of E School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head teacher or where appropriate the Governing Body. This may lead to disciplinary or other appropriate action being taken.

## **6. Recognising, dealing with and reporting prejudice based incidents**

Any staff member who witnesses or who has a prejudiced based incident reported to them adheres to the following process:

1. Using equality CPD, this policy and Central Bedfordshire Council guidance staff undertake the relevant action, escalating an incident if required.
2. Complete a record of the incident using Appendix One (pgs. 7-9)
3. Provide the designated staff member with the form within 24 hours of the incident
4. The designated staff member then creates an incident on CPOMs to enable accurate monitoring and reporting. Physical forms are locked away
5. Inform parents/carers
6. Take necessary action to prevent recurrence

## **7. Monitoring and review**

Toddington St. George C of E School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our School Website and we will review this information annually.

## **8. Prejudice based incidents**

### **8.1 Pupils**

Toddington St. George C of E School believes all pupils should be safe and feel valued for themselves. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of a protected characteristic (including a perceived characteristic, and by association with a protected characteristic) is not tolerated. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's Anti-bullying Policy.

### **8.2 Staff and Governors**

The council and Toddington St. George C of E School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and, in some cases, might call for police involvement.

## **9. Diversity Complaints**

Toddington St. George C of E School takes all complaints seriously; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Assistant Headteachers, Headteacher or the Chair of Governors.

## 10. Equality objectives

### Objective 1

**Undertake an analysis of recruitment data and trends with regard to ethnicity by 31st January 2022, and report on this to the staffing and pay sub-committee of the governing board.**

Why we have chosen this objective: As a mono-diverse community, it's vital that we are committed to diverse representation. BAME pupils need to see BAME staff represented throughout our school at all levels.

To achieve this objective, we plan to: Interrogate recent and current recruitment data to monitor response and appointment by ethnicity. Which communities are we reaching? From which communities do we not receive responses? Why? What may we need to change?

Progress we are making towards this objective:

October 2022 - objective identified, meetings of analysis set. Analysis to be completed by January 2022.

### Objective 2

**By 31st January 2022 train all members of staff and governors on dealing with and reporting prejudice based incidents. Training evaluation data will show that 100% of those completing the training have understood the school's policy and process in dealing with such incidents.**

Why we have chosen this objective: We want all of our pupils to celebrate and respect individual differences and know that our diversity is what strengthens our community. Staff and Governors must be able to model how to deal with prejudice based incidents when they arise so that children have the tools and confidence to raise questions about equality and diversity and can have trust in the adults that we will deal with any inequality that may arise.

To achieve this objective, we plan to: Provide CPD for all staff and Governors by Dec 2021

Progress we are making towards this objective:

October 2021-objective identified. By the end of December 2021, all staff and Governors to attend CPD and complete evaluations. Termly reporting to the Governing body on number and nature of prejudice based incidents and resulting outcomes.

### Objective 3

**Monitor and analyse the participation and engagement of parents in school activities, events and correspondence by reported preferred languages.**

Why we have chosen this objective: At Toddington St. George C of E School there are 11 different languages spoken by parents/carers. Anecdotally staff have observed that participation and engagement of parents in school activities, events and correspondence is lower if parents/carers are

bilingual. We want to ensure that bilingual and multilingual families can understand and access all communication.

To achieve this objective, we plan to: interrogate response data for possible patterns so that we may identify and address any gaps in our communication model.

Progress we are making towards this objective:

October 2021 - objective identified

By the end of July 2022, analysis of school communications and event and activity 'attendance' will be complete.

## **11. Monitoring arrangements**

This policy will be reviewed and approved by the governing board every year.

## **12. Links to other policies**

This policy links to the following policies:

- PSHE Policy
- RSE Policy
- Anti-bullying Policy

## Appendix 1 Prejudice Based Incident Report Form

Report form completed by:		Date of Report:		
Initial report made by:	Target		Perpetrator	
Or Third Party	Staff	Child	Parent / carer	Other

<b>INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident</b>		✓
<b>Appearance</b>	Hair colour, body shape, clothing etc.	
<b>Disability / Special Needs / Medical condition</b>	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories (related derogatory language for example: retard / spaz / nerd / psycho / nutter) or association with someone with a disability / special need (disablism).	
<b>Ethnicity / Race</b>	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc. (racism).	
<b>Gender Identity</b>	Trans, perceived to be trans, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a trans family member. Language/stereotyped perceptions of gender for example: she/he, gender bender, tranny (transphobia).	
<b>Religion / Belief</b>	Beliefs, faith, lack of faith real or perceived or because of association with (Islamophobia and anti-Semitism for example)	
<b>Home Circumstances</b>	Class background, low income, free school meals, young carer, looked after (chav, posh)	
<b>Sex</b>	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag, sissy, butch etc. (sexism)	
<b>Sexual Orientation</b>	Related to sexual orientation or perceived orientation of target or target's family (homophobia and biphobia)	
<b>Other</b>	<b>Please describe:</b>	

<b>BEHAVIOUR INVOLVED IN THE INCIDENT</b> – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
<b>Cyberbullying</b>	Use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language.	
<b>Damage to property</b>	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
<b>Indirect / social</b>	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
<b>Physical Abuse</b> (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
<b>Physical Abuse</b> (against pupil)		
<b>Possession / distribution of offensive materials</b>	This could be materials or publications that seek to promote offensive, extremist and prejudiced views including that which promotes the view that one group is inferior to another (for example sexist views of women's place in the world).	
<b>Verbal Abuse</b> (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
<b>Verbal Abuse</b> (against pupil)		
<b>Other</b>	Please describe:	

<b>WHERE DID THE INCIDENT TAKE PLACE?</b> – tick <b>all</b> that apply					
On way to or from school	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Lunch Hall	<input type="checkbox"/>	Park	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>	Cloakroom	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	Other (please describe)			<input type="checkbox"/>

## **Details of Reported Incident**

Name and Age/Year/Class of Target/s\*: \_\_\_\_\_

\*some incidents may not have a target

Name and Age/Year/Class of Perpetrator/s:

### **Risk Assessment screening questions**

Is the victim unsafe? (if not, consider immediate response)

Is the victim vulnerable or especially upset?

Has the victim experienced this prejudice-based incident or prejudice-based bullying before?

Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the answer is yes to any of these questions offer a referral to the Community Safety Casework Team or the Police

Please give a description of incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of incidents) and any referrals:

**Restorative approaches used? Yes / No**

Follow-up

Report form completed by: \_\_\_\_\_

Date received by designated staff member: \_\_\_\_\_