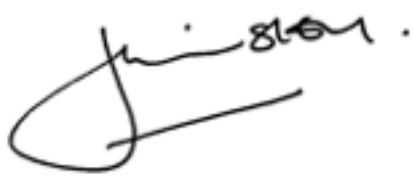




*Doing all the good we can*

**Diversity, Equality and Inclusion (DEI) Policy**

<b>Document Status</b>			
<b>Date of Next Review</b>	May 2027	<b>Responsibility</b>	FGB
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# Diversity, Equality and Inclusion (DEI) Policy

## Introduction

Departmental guidance<sup>1</sup> states that:

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties, there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.*

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and addresses the duty to promote community cohesion, thus meeting the School's statutory duties in these areas.

The scheme also highlights how our School has worked with and listened to the staff, children, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how children with the following protected characteristics (***included but not limited to***) will be protected in our school from harassment and discrimination:

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

As well as delivering high quality services to our children, the school is also committed to being a good employer and as such, this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:

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<sup>1</sup> The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> <sup>2</sup> A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to children in schools. Schools therefore remain free to admit and organise children in age groups and to treat children in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of children over the age of 18.

- Age
- Being married or in a civil partnership

The impact of this scheme is reported annually to Governors.

### Aims of the single equality scheme

- To articulate the school's commitment to equality, which permeates all school policies and practices.
- To ensure that everyone who belongs to, or encounters, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment, or victimisation.
- To comply with statutory duties under equalities legislation in one document.

### Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see [appendix 1](#)). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how Richmond Methodist Primary & Nursery School will:

- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take proportionate action to address the disadvantage faced by particular groups of children.

### Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education.

We set equality objectives with associated actions, which are outlined below.

#### 2022-23

Our plan identifies what we will be doing over the coming years to make our school more accessible to the whole community, irrespective of background or need. It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan for the reasonable adjustments needed to overcome barriers that may impede some of our children. The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to Governors, and this information is published at least annually. Our

equality objectives are published at least once every four years. This action plan is understood and implemented by all staff and is available on the school website.

### School Vision and Aims

As a school:

- Our vision promotes equality of opportunity '**Doing all the good we can**' '**for all**' enabling our whole school community to '**flourish**'. Richmond Methodist Primary & Nursery School has developed an inclusive curriculum and children and adults strive to be **Ready, Mutually Respectful** and **Safe**
- We will try to ensure that people have equality of opportunity whether they have a protected characteristic or not; and
- We will aim to build good relations between people who share a protected characteristic and those who don't.

Richmond Methodist Primary School aims to prepare its children for adult life in a multi-racial, interdependent world by:

- Promoting the equality of all groups;
- Promoting community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- Challenging and seeking to eradicate discrimination on any grounds, including those of race, gender, ethnicity, disability, sexual orientation, age, religion or belief, or other protected characteristics as defined in the Equality Act 2010. We will act quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying (see behaviour management policy);
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community;
- Ensuring that all children have a right to equality of access to what is best in educational provision; and
- Ensuring that there is no restricted access given to some children because of stereotyped views of ability.

### Accessibility Plan

The full accessibility plan lists relevant timings and responsibilities. Timings are on-going unless otherwise stated. Costs are shown where known at the time of writing.

#### Access to Curriculum:

Create effective learning environments for all utilising feedback from children groups.

Reinforce responsibilities of teachers at staff meetings and training days.

Ongoing programme of staff training to reflect diverse children within the school

Seek feedback from school council and pupil voice

Audit and adapt school curriculum regularly in line with issues

### **Access to wider curriculum:**

Ensure participation in school activities.

Audit participation in extra-curricular activities (annual survey)

Identify any barriers to ensure school activities are accessible to all children

Seek advice re alternative accessible venues for residential trips as required.

### **Impact Analysis:**

Ensure all policies consider the implications of Disability Access.

Analyse impact of Curriculum Policy

Analyse impact of Behaviour Policy

Analyse impact of Educational Visits

### **Premises:**

Increase site access to meet diverse needs of children, staff, parents and community users.

Review personal evacuation plans as necessary and improve signage of evacuation procedures

### **Attitudes:**

To promote positive attitudes towards all protected characteristics

Review Collective Worship and PSHCE Curriculum

Regular items for newsletter highlighting Collective worship/ PSHCE content & National calendar days

Regular items for newsletter highlighting achievements of children with protected characteristics

### **Information:**

Availability of documents in alternative formats.

Provide alternative formats (e.g. large print) including translations as required.

Monitor Parental uptake of documents in alternative formats

Review accessibility of school documentation for Parents

Regular items for newsletter highlighting achievements of children with protected characteristics

### **School provision**

Examples of reasonable adjustments the school makes as a matter of course

- The SENDCo maintains close contact with parents and carers of SEND children, communicating in a variety of means (letter, email, telephone, face-to-face meetings) to ensure that parents remain well informed of their child's progress and receive a swift response to any concerns they may have.
- The school has an extensive programme at each entry point to work closely with the children' previous schools, thereby easing the children' transition to the school and ensuring that pastoral staff are well informed of any existing concerns or issues.

- School staff have been briefed on reasonable adjustments that could be made to lessons to support the learning of all children.
- Target-setting is personalised and reflects the school's ambition for all its children.
- Children on the SEND register have teaching notes to inform teachers on how to differentiate for these additional needs, this is supplemented by regular briefings from the SENDCo.
- The school follows advice and guidance from specialist teachers from the inclusion team to adapt teaching materials so that children with visual and hearing impairments and other physical disabilities have full access to the curriculum.
- The school purchases specialist equipment such as height adjustable tables as advised by professionals such as occupational therapists and physiotherapists so that children with disabilities have full access to their curriculum
- Staff support children to complete certain activities (e.g. online surveys) when required.
- Staff support exam access arrangements as required.
- Children voice activities are a regular element of school planning, including surveys and participation in the School Council.

### Outcomes for children

Outcomes for children are analysed against social identity issues, i.e. ethnicity, disability and aspects of vulnerability identified by the school. This is compared with the outcomes made for all children.

- Children' attainment - analysis of end of key stage results for children of particular groups
- The quality of particular groups of children' learning and the progress they make throughout the school
- The behaviour of particular groups of children; e.g. exclusion data for particular groups of children
- The extent to which children from particular groups contribute to the school and the wider community; e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of children
- Attendance data for all children and for particular groups
- The effectiveness of the school's engagement with parents/carers of particular groups of children; e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback
- Impact of the use of specific individual budgets; e.g. Children Premium Strategy

### Roles and Responsibilities in Implementing the Single Equality Scheme

The Headteacher will:

- Ensure that staff and parents are informed about the Single Equality Scheme;
- Ensure that the scheme is implemented effectively;
- Liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;

- Monitor the scheme and report to the Governing Body, at least annually, on the effectiveness of the policy;
- Provide appropriate support and monitoring for all children and specific and targeted children to whom the scheme has direct relevance, with assistance from relevant agencies.

#### The Governing Board will:

- Ensure that the school complies with all relevant equalities legislation;
- Support the Headteacher in implementing any actions necessary;
- Appoint a DEI Champion on the Governing Board;
- Inform and consult with parents about the scheme;
- Monitor admissions with the aim on ensuring the school population broadly reflects community in the extended area from which children are drawn;
- Evaluate the action plan annually; and
- Publish equality objectives annually via this policy

#### The Senior Leadership Team will:

- Have general responsibility for supporting other staff in implementing this scheme;
- Provide a lead in the dissemination of information relating to the scheme;
- Identify good quality resources and CPD opportunities to support the scheme; provide advice/support in dealing with any incidents/issues; and
- Assist in implementing reviews of this scheme as detailed in the School Development Plan.

#### People with specific responsibilities:

- The SENDCo, Deputy Head or relevant Head of Key Stage will be responsible for maintaining and sharing with all the staff those vulnerable children and how their needs will be met;
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Deputy Head is responsible for gathering and analysing the information on outcomes of vulnerable children and staff, respectively; and
- The Deputy Head is responsible for monitoring the response to reported incidents of a discriminatory nature.

#### Parents/Carers will:

- Have access to the scheme (available on the School website);
- Be encouraged to support the scheme; and
- Have the right to be informed of any incident related to this scheme that could directly affect their child.

#### School Staff will:

- Accept that this is a whole school issue and support the Single Equality Scheme;
- Be aware of the Single Equality Scheme and how it relates to them;

- Make known any queries or training requirements;
- Know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- Know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- Not discriminate on racial, disability or other grounds;
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- Ensure that children from all groups are included in all activities and have full access to the curriculum; and
- Promote equality and diversity through teaching and through relations with children, staff, parents, and the wider community.

#### Children will:

- Be made aware of any relevant part of the scheme, appropriate to age and ability;
- Be expected to act in accordance with any relevant part of the scheme;
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society; and
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.

Visitors and contractors are responsible for complying with the school's Equality Scheme – noncompliance will be dealt with by the Headteacher.



## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- To harmonise discrimination law;
- To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation that has been harmonised and strengthened by Equality Act 2010:

- **Race Relations Act** (RRA) 1976/2000: statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- **Sex Discrimination Act** (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007: statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- **Employment Equality** (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007. The Act sets out that is unlawful for schools to discriminate against a person:
  - o in the terms on which it offers to admit him/her as a children; o by refusing to accept an application to admit him/her as a children, or o where he/she is a children of the establishment:
  - in the way in which it affords him/her access to any benefit, facility or service,
  - by refusing him/her access to a benefit, facility or service,
  - by excluding him/her from the establishment,
  - by subjecting him/her to any other detriment.
- **Disability Discrimination Act** (DDA) 1995/2005: statutory positive duty to promote equality of opportunity for disabled people: children, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- **Education and Inspections Act 2006**, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### Essential Further Guidance

- DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission Guidance for schools  
<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools>  
<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>
- SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/S\\_END\\_Co\\_de\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/S_END_Co_de_of_Practice_January_2015.pdf)

### [Agree Policy](#)