



‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

EQUALITY AND DIVERSITY POLICY

(EQUALITY INFORMATION AND OBJECTIVES STATEMENT)

 Snape Wood Primary and Nursery School	
Approved by: Full Governing Body	Spring 2023
Date of next review:	Spring 2025

1. Introduction

- 1.1 At Snape Wood Primary and Nursery school, we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
 - 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
 - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
 - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
 - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
 - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
 - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
 - 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**.
- 2.3 The **Public Sector Equality Duty** requires schools to:
- a) Eliminate unlawful discrimination, harassment and victimisation
 - b) Advance equality of opportunity between different groups
 - c) Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
- a) Schools publish information to show compliance with the Equality Duty
 - b) Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled **Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law**.

3. Meeting the Public Sector Equality Duty

- 3.1 The following list is not exhaustive and schools should amend/add as they consider appropriate. These should be used to inform the school's equality objectives and actions in appendix 1. It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four-year cycle.
- 3.2 Schools can obtain further support and information from the City Council's Equality and Community Relations Team equalityanddiversityteam@nottinghamcity.gov.uk or telephone 0115 876 2747.
- 3.3 Schools should address the following points when considering their objectives and actions:
- 3.3.1 **What we are doing to eliminate discrimination, harassment and victimisation**
- We take account of issues of equality in relation to admissions and exclusions.
 - We work towards ensuring that reasonable adjustments are made for disabled people
 - We actively promote equality and diversity through the curriculum

- Every policy will link in and make reference to the school's Equality and Diversity Policy.
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

3.3.2 What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

3.3.3 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other

3.4 Meeting the specific duties

3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

3.4.2 What we are doing re: Equality Objective: Our objectives for 2022-2026 are:

1. **To eliminate discrimination, harassment and victimisation** we will continue to ensure that our behaviour policy does not impact negatively on equalities groups, and oppose all form of prejudice
2. **To advance equality of opportunity between different groups** by refining the way we collect and analyse data around the curriculum and assessment frameworks, particularly around specific groups
3. **To foster good relations**, we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others

3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

4. Roles and Responsibilities

4.1 Governing Body

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. A member of the governing body has a watching brief regarding the implementation of this policy.

4.2 Headteacher and Leadership Team

The Headteacher and Leadership Team 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.

4.3 Teaching and support staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

4.4 Breaches

Breaches will be managed by the Headteacher and Governing body

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

Guiding principles

4.6 In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all 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 and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.

- Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.
- Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barriers 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, and women and men, are recognised
 - religion, belief or faith background
 - sexual 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 should promote:

- positive attitudes 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
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should 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
- whatever their gender and 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.

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
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit.

We intend that our 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys homosexual people as well as heterosexual

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

Ethos and organisation

We ensure the principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Action Plan

Equality Objective No. 1	
To ensure the school's behaviour policy does not impact negatively on equalities groups and to continue to oppose all form of prejudice.	
OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Reduction in lunchtime behaviour incidents • Risk assessments and support strategies are put in place to reduce the number of incidents in key groups of pupils eg SEND and white British/PP boys • Evidence of diversity within the classrooms and whole school displays 	<ul style="list-style-type: none"> • Analysis of lunchtime behaviour figures indicates no specific groups are disproportionately represented. • No pupils with an EHCP or SEND diagnosis are excluded • Boys and pupils with SEND are not overrepresented in behaviour incident data

Activity	Lead	Progress Milestones
DHT support to improve lunchtime provision	DHT	Lunchtime incidents data collated termly Reduction in the number of lunchtime incidents
Introduce Social Skills Group club as a strategy for children who struggle with the lunchtime period	SLT TAs	Monitor children accessing the Social skills group and number of lunchtime incidents
SLT white British/PP Boys mentoring	SLT	Reduction in behaviour incidents
Introduce play leaders at lunchtimes Introduce peer mediators	HT/DHT	Reduction in behaviour incidents Number of pupils engaging in play leader activities Identified pupils being given the opportunity to Peer Mediate to improve own behaviour
New lunchtime rota and playground zones	SLT	Increase in staff / SLT on the playground at lunchtime New football zones and balls to reduce football incidents
To identify, respond and report any form of prejudice eg: racist incidents. To report the figures to the Governing body on a termly basis.	Head Teacher Governors	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups.

Equality Objective No. 2

To advance equality of opportunity between different groups by refining the way we collect and analyse data around the curriculum and assessment frameworks, particularly around specific groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Pupils from all groups attain well and make at least expected progress from their individual starting points • Outcomes for disadvantaged pupils match or keep up with other pupils nationally • Pupils individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND 	<ul style="list-style-type: none"> • Outcomes for all identified vulnerable groups in each year group • Outcomes for all identified vulnerable groups at the end of Foundation Stage, KS1 and KS2 Progress for SEND pupils working below their key Stage

Activity	Lead	Progress Milestones
Monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential underperformance is identified	SLT	Pupil Progress meetings HT report to governors Assessment data twice yearly
To monitor and analyse pupil achievement by race, gender, disability and any other vulnerable groups identified Act on any trends or patterns in data that require additional support	SLT	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.
Explore options of more effective use of support staff to increase their capacity and develop the independence of pupils with SEND	DHT	TA deployment and staffing structure
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	SLT	Sports competitions After school clubs Monitor the groups of pupils who take part to ensure all groups are represented Pupil roles and responsibilities

Equality Objective No. 3

To foster good relations, we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others

OUTCOMES	MEASURED BY
Variety of opportunities for pupils to learn about different traditions and cultures woven through the new curriculum	Participation in a full range of activities and cultural events RE curriculum focussing on celebration days Implemented calendar of events

Activity	Lead	Progress Milestones
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	RE Leader/ PSHE Leader	Programme of assemblies organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.
Implementation of RE agreed syllabus	SLT	RE curriculum (Agreed Syllabus) embedded covering all major religions
Carefully consider taught themes to ensure cultural balance	SLT	Long Term Curriculum plan includes themes and activities which promote diversity and cultural awareness.
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	All staff Governors	More diversity reflected in school displays and materials for lessons across all year groups