

WINSFORD HIGH STREET COMMUNITY PRIMARY  
AND NURSERY  
SCHOOL

DIVERSITY AND EQUALITY POLICY

DATE ADOPTED	Autumn 2013
LAST REVIEWED	Autumn 2021
AUTHOR/OWNER	M Joule
REVIEW CYCLE	2 Years
NEXT REVIEW DATE	Spring 2022

# **Winsford High Street Community School Policy Statement for the promotion of Diversity and Equality**

## **1. Description of The School And Its Locality**

The school was built at the turn of the 20<sup>th</sup> century for the children of the local salt workers and has been altered and adapted many times since then. The town has grown and many new families have moved into the town.

High Street today is a happy, hardworking and caring school in the middle of the town. We aim to create a stimulating atmosphere so as to form warm, comfortable relationships between adult and child and so make a successful school where achievement is valued and can flourish.

## **2. School Mission Statement, Ethos, Vision and Values** ***"Striving to achieve" Working together to succeed***

Our school is a safe, healthy, caring and friendly place to learn. During each day we do our best to develop new skills and learn interesting information, to help us become excellent members of the community.

**Welcome**  
**Independent**  
**Nurturing**  
**Safe**  
**Friendly**  
**Organised**  
**Responsible**  
**Determined**

**Happy**  
**Inspired**  
**Giving**  
**Healthy**

**Successful**  
**Thoughtful**  
**Respectful**  
**Enthusiastic**  
**Engaged**  
**Team players**

We believe that children should have a safe and stimulating environment in which to develop their awareness and knowledge of the world. We believe that education should be broad based and that the development of positive attitudes and skills is fundamental to learning. We believe that the school has a major role in encouraging children to care, to question and to strive to do the best possible. This involves the development of social skills and respect for others alongside the development of self esteem and self control.

We want our children to achieve the highest standards of which they are capable and for their learning to be balanced and thorough. Our aim is to produce children who are interested, active, prepared and able to think for themselves, who show consideration for others and who make a positive contribution to the community in which they live.

This policy will help the school to create a fair and just school community, which:

- Respects diversity
- Promotes social inclusion, community cohesion and equality
- Promotes, upholds and acts upon the principles of Race Equality, Disability Rights, Gender Equality and Community Cohesion
- Provides an inclusive environment in which **LGBTQ** pupils and staff are valued and respected
- Acts on all inequality, harassment and discrimination including bullying in all its many forms.

## 2.1 What Do We Understand By Diversity?

Our school provides an education for all, acknowledging that the society we live in is enriched by its diversity. We work hard to foster an understanding and tolerance of each other with our different ways of seeing and doing things, to prepare and equip children and young people for life and work in the wider society and foster a common sense of belonging. The school strives to ensure that its culture and ethos reflects the diversity of all the members of the school community, where everyone is equally valued and treats everyone with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Equality and diversity are crucial in society to eliminate discrimination and unfair treatment. Equality means that each person has a fair chance to opportunities no matter what their background.

Diversity means that a group should celebrate people from all backgrounds and with different characteristics, and that no one should be discriminated against because of being different. Promoting positive equality and diversity ensures that schools are inclusive of all staff and children; giving children the foundation for anti-discriminatory values to take through other areas of their life. There is a Public Sector Equality Duty introduced by the Equality Act 2010 which ensures that schools must eliminate direct and indirect discrimination and well as reduce chances of victimisation and harassment.

## 2.2 Why Is There The Need For This Guidance?

We accept the findings of the Stephen Lawrence and the Victoria Climbié Inquiry Reports, with particular reference to the collective failure of organisations to provide appropriate and professional services to people because of colour, culture or ethnic origin.

MacPherson: *"It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and*

*racist stereotyping which disadvantages minority ethnic people.”*

We recognise the damaging consequences of services not working together to provide social justice and healing. We acknowledge the Stephen Lawrence Enquiry definition of a racist incident as “any incident which is perceived to be racist by the victim or any other person.”

We recognise that all pupils may experience bullying or harassment and in tackling these issues in school, we use the same definition that such an incident is perceived to be bullying or harassment by the victim or another person, until proven otherwise. We abide by and respect the law of the country and policies within our own school. These policies are designed to bring out the best in each pupil and in the adults who work within the school community, exemplifying the values we uphold. Parents, carers and governors are encouraged to be fully involved within the life of the school and in the communication of basic beliefs, principles and values, which the school strives to promote through the education of its children and young people.

We acknowledge that schools, like the rest of society, are made up of individuals, who hold a spectrum of shared and also differing values, beliefs and opinions. Some of these may be based on prejudice and may be discriminating. The school will not tolerate harassment or bigotry of any kind and we are committed to combating all forms of discrimination. The school works to eliminate all forms of personal discrimination on the grounds of race, gender, gender reassignment, disability, sexuality and sexual orientation (known or perceived), age, religion and belief. We believe all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals. We recognise that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged and that monitoring leads to action planning with an outcomes focus.

The school aims to be an inclusive employer, which positively identifies and values the contribution of all its employees. Through our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

### **3. The Current Legal Duties For Schools And Their Governing Bodies – Roles and Responsibilities**

#### **Race Equality**

Having a race equality policy has been a legal requirement in schools since May 2002. The Race Relations (Amendment) Act 2000 imposes on schools to promote race equality.

The general duty includes:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Promoting good relations between people of different racial groups

Specific duties for Schools: The Law says that a Governing Body must:

- Prepare and maintain a race equality policy

- Develop an implementation plan
- Assess the impact of policies and procedures on pupils, staff and parents
- Monitor and review the operation of such policies and procedures in particular their impact on the attainment levels of black or ethnic minority pupils
- Monitor the school workforce by ethnicity. Monitor applicants, those short-listed and those appointed by ethnicity. Monitor internal appointments by ethnicity.

**The Equality Act 2010-** High Street fully embraces the Equality Act 2010.

**Disability Equality** – The Disability Discrimination Act 2005 introduces general and specific duties for schools:

The general duties are:

- Promote equality of opportunity between disabled persons and non-disabled persons
- Eliminate discrimination, which is unlawful
- Eliminate harassment of disabled persons which is directly related to their disabilities
- Promote positive attitudes towards disabled persons in public life
- Take steps to take account of disabled person's disabilities, even where that involves treating disabled people more favourably.

Specific duties include:

- The development of a Disability Equality Scheme that provides a framework to assist schools in planning, delivering, evaluating and reporting on their activities to ensure they comply with the general duty
- An associated action plan that shows the steps over a three year period of how the school will meet the general duty.

**Gender Equality** – The Equality Act of 2006 amends the Sex Discrimination Act 1975 to place statutory duty on all public authorities (including schools) when carrying out their functions and to have due regard to the need to:

General duty:

- Eliminate unlawful discrimination and harassment
- Promote Equality of opportunity between men, women and transgender

Specific duties require each school to:

- Prepare and publish a Gender Equality Scheme showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives
- Consider the need to include objectives to address the causes of any gender pay gap in formulating overall objectives
- Gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services
- Consult stakeholders and take account of relevant information in order to determine its gender and equality objectives
- Assess the impact of its current and proposed policies and practices on gender equality (on men and women, boys and girls, and transgender)\*
- Implement the actions set out in its scheme within three years
- Report against the scheme every year and review the scheme at least every three years

*\*The Gender Equality Duty and Schools – Guidance for public authorities in England published in March 2007 defines in detail the meaning of “scheme” and “objective” in the context of Gender Equality.*

The general duty came into effect for all schools in April 2007.

### **3.1 Religion or Belief, Sexual Orientation and Age regulations**

**Religion or Belief** – The Equality Act 2006 introduced legislation in relation to the provision of education by prohibiting discrimination on the grounds of religion or belief. Religion or belief includes any religion, which has a clear structure or belief system, whilst belief is defined as any religious or philosophical belief. Any lack of religion or belief is also covered by these phrases. Schools are encouraged to be familiar with present employment regulations and admission procedures as they relate to their particular establishments and where there may be exceptions to allow discrimination on the grounds of religion or belief. The new laws also relate to all services provided by schools, extended schools and those schools which are at the hub of the new children’s centres. Parents, other service users and visitors will also be entitled to protection under the “goods, services and facilities” aspects of the legislation.

**Sexual Orientation** – The Equality Act 2006 has harmonised legislation in relation to the provision of goods, facilities and services by prohibiting discrimination on the grounds of sexual orientation, including perception of sexual orientation. This legislation compliments legislation introduced in 2003 which makes it unlawful to treat people less favourable because of their real or perceived sexual orientation in employment.

Incidents relating to religion or belief, sexuality or sexual orientation will be recorded in a designated incident book, recorded on our electronic safeguarding system and reported to the Governors and Local Education Authority as required. Failure to deal with faith related bullying or harassment between pupils or staff will be unlawful under the new regulations. Making sure the school is a safe place for all pupils and staff whose actual or perceived sexual orientation is the focus for bullying or other unwanted treatment will now be a legal requirement and also a subject of OFSTED inspections.

**Age Discrimination Legislation** – This was introduced from October 2006. The Law says that people cannot be discriminated against due to their age. The regulations will affect us all and cover people of all ages, both old and young. The new regulations aim to tackle assumptions about capability of fitness of someone based purely on their age and to counter age myths. The main areas on which legislation will impact are:

- Recruitment and selection
- Harassment and dignity at work
- Training and promotion during employment
- Retirement

Harassment, victimisation or unjustifiable exclusion from training on the grounds of age will now be unlawful.

**3.2** The school recognises the partnership role of the Local Authority and its statutory duty in combating inequality. We understand our duty to collect and inform the Authority of all racist and other diversity-related incidents on a termly basis and immediately in the case of more serious incidents. We will also share this information each term with the Governing Body and annually report to our parents and carers.

#### **4. The School's Principles**

In order for children and young people to succeed at school, we must first of all challenge all forms of personal discrimination against individuals, especially those who are perceived as “different” or outsiders; and any discrimination against any groups of people based on group stereotype. Staff and pupils must constantly challenge any behaviour, which violates the rights of individuals and which leads to marginalisation, exclusion and feelings of powerlessness and worthlessness because of their individual identities or from others’ perceptions of belief systems or organisations to which they belong.

We aim to be a listening school. We will try to listen to all our community members, including pupils, staff, parents and carers, visitors, wider community members, stakeholders and partners.

We take seriously all experiences of bullying and hurtful behaviour and invite all our pupils in particular to talk to us about bullying, who is doing it, where it is taking place and what it involves.

We are a learning organisation, which recognises the contributions of all pupils, staff, parents and other partners to create a better school, which is supportive, fair, just and free from discrimination.

From here we will:

- Develop an equality and diversity strategy, which includes all equality standards and outcomes linked targets and actions within the school development plan
- Promote equality by assessing the impact of our policies on different groups within the school community
- Give a high profile to the rights and responsibilities of each individual by promoting human rights, justice and fairness, both through the school curriculum and wider pastoral and community activities
- Challenge and eradicate discrimination and have a comprehensive policy for dealing with bullying in all its many forms, which is aimed at groups as well as individuals and with understanding of the particular effects accruing from different types of bullying and discrimination: for the victim, the perpetrator and the school community as a whole
- Review and audit all our equality and diversity activities and have an outcomes focus for future activity in the field of equality and diversity.

#### **5. The Learning Environment**

We understand that education is the key to creating a just society, which values all the people living and working in it. We aim to create a learning environment where

all learners, irrespective of their cultural or personal identities and abilities, have an equal right to develop and achieve to their full potential.

We understand that:

- Education curriculum must have a broad, global perspective, which validates worldwide contributions to knowledge and civilisations from both men and women, the able bodied and the disabled.
- Education must help pupils to understand and reflect on the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with racial and other forms of harassment and discrimination.
- Education is concerned with knowledge, skills, attitudes and values and beyond these, inspiration and vision for the type of environments we would like to live in. All those involved in education in our school must have a clear understanding of the Every Child Matters Agenda at all stages and the non-discriminatory attitudes and values to be developed in children, through the educational opportunities and experiences offered.
- All children have the right to a good education and to feel safe in the school and its environment in order to enjoy and achieve
- Social, linguistic, religious and cultural diversity and the talents of individuals, male or female are strengths to be utilised by teachers and educators in enriching and enhancing children's learning.
- The way in which children learn to speak and to communicate are intrinsic to personal and cultural identity. The languages and dialects used in the home by children are recognised and valued in school.
- All our learners need to develop and have access to a good standard of English, which is the main medium of instruction in our school.
- Pupils have the right to reliable information they can understand from the use of different types of media information and communication. In classrooms in this school we aim to ensure the proper use of Information Technology and media information and that there is no promotion of material harmful to children and young people.
- Education is a partnership between the school and our parents and carers. We recognise the existence of complementary expertise and knowledge and provide opportunities for parents and other partners to share their knowledge and experiences but also appreciate the values underpinning education.
- Any policy for children and young people with special educational needs or disability must demonstrate commitment to pupil participation, parent partnership, special resources allocation and curriculum access. Some of our outcomes for children with special educational needs link directly with the disability, gender and race equality dimensions of our Diversity Policy.
- A shared perspective is important for the promotion of equality, diversity and social inclusion and is the foundation of good teaching and learning.

## **6. LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer or Questioning)**

The school aims to provide an inclusive environment in which LGBTQ pupils and staff are valued and respected. The school promotes an understanding of and supports the needs of LGBTQ pupils and staff. High Street develops LGBTQ awareness through the provision of an inclusive curriculum.

From here we will:

- Ensure that school policies and practices are inclusive and supportive of LGBTQ people and explicitly state that HBT language and bullying are unacceptable.

- Provide training to staff in supporting LGBTQ pupils, developing an LGBTQ-inclusive curriculum and tackling HBT language and bullying.
- Provide pupils with LGBTQ-inclusive Sex and Relationships Education (SRE), opportunities to discuss gender identity and sexuality, and including LGBTQ people and themes in the PSHE and wider curriculum where relevant.
- Provide ways for pupils to report HBT language and bullying, monitoring and recording HBT language and bullying, as well as ensuring that pupils are aware that HBT language and bullying are wrong.
- Ensure that each year group contains books, resources and lesson plans with LGBTQ themes and that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBTQ-inclusive.
- Maintain a gender-neutral dress code and ensuring that unnecessarily gendered aspects of school life are avoided.
- Nominate a member of staff as the school's LGBTQ lead to monitor the implementation of this policy and provide training and additional support and advice to pupils and staff. This is Miss McCabe (EYFS & KS1) and Mrs Ferguson (KS2)

## **7. Staff**

The school adopts the local authority's advice and guidance through its Human Resources policies for fair advertising, recruitment, selection, training and retention of staff. The school recognises all staff have the right to work in a safe and harassment free environment, the right to career advancement pathways and that staff have individual and collective responsibility to respect each other's contributions regardless of age or experience.

## **8. Equality and Diversity Targets and Objectives**

We will develop equality and diversity targets and objectives within the School Development plan to ensure that equality and diversity are central to our every day work in ensuring the best education and personal development for all our learners. We will ensure that planning, delivering and monitoring strategies and equality and diversity issues are considered in relation to ongoing work and at the outset of any new role in the school, and that we will consult with pupils, parents and carers, staff, partners and where appropriate with the wider community.

## **9. Monitoring and Impact Assessment**

This policy will make a key contribution to the school's positive ethos. The Headteacher and governing body will assess the impact of this policy and monitor its operation. It should be viewed in conjunction with the school's other policies especially the Race and Equal Opportunities Policy, Citizenship Policy and Behaviour Policy.

## **10. Keeping Up to Date With Legislative Changes**

As a public body responsible for keeping children safe in education, schools must remain up to date on government legislation, policy, and guidance updates. This could include the way in which the designated senior person (who is responsible for safeguarding) supports children and responds to reported cases of abuse or discrimination.

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Reviewed: Spring 2022

To be reviewed: Spring 2024  
Curriculum Team Responsible: Inclusion Team

Chair of Governors: Mike Whitaker