



Equality and Diversity Policy

Introduction:

Barnes Infant Academy strives to be a welcoming and caring school. We respect and value each and every individual associated with the school. Together, we seek to work, learn and play to achieve our full potential. By implication, therefore, we have a commitment to social inclusion and equality of opportunity for all. We aim to provide an environment which is free from bullying, harassment and prejudice.

Our understanding of equality of opportunity:

We understand equality of opportunity to exist when:

- it is understood that everyone is unique and has different needs
- equality of access exists for all
- individual choices are widened
- everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate
- stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- individual and community needs are responded to for the benefit of everyone
- appropriate resources exist to meet individual needs.

Aims and objectives:

As a result of this policy we will:

- ensure that all members of the school community feel happy, safe and secure
- ensure that equality of access exists for everyone
- promote equality of opportunity regardless of the nine protected characteristics of age, disability, gender, race, religion and belief, Sexual Orientation, gender reassignment, civil partnership and marriage, and pregnancy and maternity
- actively develop the self-esteem and self-respect of all members of the school community
- ensure that educational provision is relevant to our increasingly diverse society
- ensure that the curriculum actively promotes equality of opportunity
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- actively engage the support and commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

We are aware of our responsibilities in relation to:

- Equal Pay Act
- Sex Discrimination Act
- Race Relations Act
- Education Reform Act
- Disability Discrimination Act
- Human Rights Act
- Macpherson Report into the Stephen Lawrence Murder Inquiry
- Race Relations (Amendment) Act
- Special Educational Needs and Disability Act
- Statutory Code of Practice on the Duty to Promote Race Equality
- Equality Act
- Sexual Orientation Regulations
- Employment Equality (Age) Regulations and Amendments
- Equality Act
- Prevent Duty

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- Have access to all the facilities and resources available within the Academy
- receive additional support, where necessary, to ensure that they fulfil their potential
- be integrated with, and educated alongside, other pupils
- have access to the same broad, balanced and relevant curriculum as other pupils
- be involved in the decisions being made about their care and education.

Barnes Infant Academy:

- is committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- is committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- has targeted resources and is utilising them to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in the School
- will ensure that staff take part regularly in training about disability/learning difficulties/special needs
- will make use, where appropriate, of local authority and other external support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential.

Guidelines, Gender:

All pupils will:

- have access to the same broad, balanced and relevant curriculum
- be expected to do as well as they possibly can
- be expected to behave as well as they possibly can
- be expected to work together in a constructive and positive manner
- be discouraged from using sexist language, and commended when they challenge such language.

As an Academy, we will:

- ensure the curriculum or the extra-curricular activities are available to all
- ensure that all resources portray both genders in a positive and non-stereotypical way
- continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance.

Guidelines, Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally with reference to British Values
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home
- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the School community
- All racist incidents will be dealt with in an effective and consistent manner
- When posts in the Academy become vacant, no ethnic group would be discriminated against

Guidelines, Religion and Belief:

- The curriculum will be used to value and celebrate diversity based on religion and belief
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief, linked to collective worship policy
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met

- Pupils will be discouraged from using offensive language based on religion or belief, and commended when they challenge such language
- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engaged in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in school life, perhaps as governors
- As far as is possible, our staff team will reflect the variety of religions and beliefs that exist locally and regionally.

Guidelines, Age and Sexual Orientation:

- All pupils will be expected to attain as well as they can
- All pupils will be expected to behave as well as they can
- All pupils will be encouraged to make fair use of all the resources and facilities in the Academy
- Resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the Curriculum will be used to value and celebrate diversity based on age and Sexual Orientation
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age or Sexual Orientation
- Pupils will be discouraged from using offensive language about age and Sexual Orientation, and commended when they challenge such language
- People will be welcomed and valued no matter their age or Sexual Orientation
- Appropriate use will be made of local authority and other external support services to ensure that all pupils fulfil their potential.

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy, Maternity and Paternity:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the Academy can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected
- Where appropriate, opportunities will be provided for pupils to learn about, and to discuss, matters to do with gender reassignment, civil partnership and marriage, and pregnancy, maternity and paternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy, maternity and paternity.
- All people will be welcomed and valued no matter their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or on maternity or paternity leave, or whether undertaking, or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy, maternity and paternity.

Guidelines, Socio-Economic Background:

The Academy already engages in various practices designed to ensure that pupils from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by pupils from more secure financial backgrounds, and such practices will be pursued within the interests of equality, diversity and community cohesion.

More specifically:

- the Academy will encourage the fulfilment of aspirations of all pupils, including those from the most disadvantaged financial circumstances.
- the Academy will use the Pupil Premium funding to help pupils from disadvantaged financial circumstances fulfil their potential.
- where appropriate, the Academy will subsidise trips, residential visits, visits to museums and/or concerts and/or pantomimes, etc. to ensure that pupils from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every pupil's entitlement to the same broad and balanced curriculum.

Monitoring and Evaluation:

The Trust Board will monitor the Equality and Diversity Policy regularly.