

Unlocking possibilities, making a difference



THE HUMBERSTON CHURCH OF ENGLAND
PRIMARY SCHOOL

Equality, Diversity & Inclusion Policy

2024

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1. INTRODUCTION

The Humberston Church of England Primary School is committed to ensure that diversity and equality are effectively incorporated into decision making and considered when recruiting, developing and leading staff as well as when developing and implementing effective teaching and learning for children through our curriculum.

On our vision journey of 'Unlocking Possibilities, making a difference' the school celebrates difference whilst also framing our commitment to create an inclusive culture, where people can come to work being themselves and feeling a strong sense of belonging. We believe that when we ensure a diverse workforce and an inclusive culture, we will amplify our effectiveness in forging strong partnerships and delivering positive impact for children.

This policy has regard for the following policies, guidance and advice (DfE documents and legislation accessible from the Government website):

- Equality Act 2010
- DfE Keeping Children Safe in Education (KCSIE)
- DfE Working Together to Safeguard Children
- Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Public Sector Equality Duty (PSED)
- Admission Policy
- Behaviour Policy
- Uniform Policy
- Anti-Bullying Policy
- Staff Dress Code Guidance
- Staff Code of Conduct

2. OUR MISSION STATEMENT

At Humberston Church of England Primary School we believe our role is to ensure that all of our children achieve the best they possibly can. We do this within the context of Christian belief and practice in an environment that stimulates a love of learning. We support our children to succeed academically, socially, personally, physically and spiritually and we do this by ensuring a personalised curriculum, which the children are fully engaged in creating. The children know where they are, where they can be and how they can get there. At our school education is about children experiencing the joy of discovery, solving problems and being creative. It is about developing their self-confidence as learners and maturing socially, emotionally and academically, so that children may thrive as independent lifelong learners. With this in mind, The Humberston Church of England Primary School will combine high standards with a broad and rich curriculum that will be presented in an interesting, exciting and imaginative manner. Education will be the fusion of excellence and enjoyment and will provide lots of opportunities for first-hand experience, practical work, investigation and learning through play. Visits, visitors, and extensive use of the environment will be used to further enhance learning opportunities. We believe that children learn better when they are inspired, excited and engaged. When there is joy in what they are doing, they learn to love learning.

Literacy and numeracy will be the backbone of our pupils' success in learning. We will build on our strengths to serve the needs of our children utilising the skills of everyone in the school. This school will drive its own improvement and, in setting its own challenging targets, recognise that, for the sake of our children we can always do better.

This will be an inclusive school where all will be treated equally and given equality of opportunity regardless of gender, special needs, disability, disadvantage or race. All will have high expectations and

set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility, build their self-esteem and develop their self-confidence. All in school will promote high standards of behaviour by teaching positive behaviours to all children. Success will be promoted and progress, achievement and successes rewarded. It is our belief that all children can shine. All will be treated as individuals and teaching and learning will be differentiated and focused to take account of individual needs – with challenge built in at all stages. We will actively seek the support and guidance of outside agencies and parents in order to provide the best possible care and education for our children.

We will continue to develop assessment for learning, to enable us to use our knowledge about individual children to inform the way they are taught and learn. We will provide opportunities for children to work alongside other children, in different ways, to help develop their emotional intelligences and life skills. Our emphasis will always be to build independence, confidence and self-esteem. At The Humberston Church of England Primary, we instil all our pupils with 'growth mindsets' as we know that pupils who have a positive attitude towards their learning will make good progress and be successful.

Teachers will provide a tailored approach to support all children, as well as those who are disadvantaged, have additional needs, gifts and talents and minority ethnic groups. We will provide extra support for those children that need it most.

We will build strong partnerships with parents by providing good information and providing plenty of opportunity for them to engage with their child's education and school environment. We will weave the school into the fabric of the community. The school will promote British Values and community cohesion through its teaching, learning and curriculum.

Our vision 'Unlocking possibilities, making a difference' is encapsulated in our Aims, Beliefs and Christian Values.

3. OUR AIMS

We strive to create a work culture that actively learns from diversity in order to strengthen the impact we seek to achieve. We recognise that people from different backgrounds and experiences bring valuable insights, diverse thoughts and a wealth of abilities. An inclusive workplace culture is where you can come to work being the authentic version of yourself and feeling respected and valued. It is a culture supported by equal access to opportunities, a culture characterised by acceptance and a sense of someone "having your back" and where the diversity of our team amplifies our ability to drive impact. We also strive to create a work culture that builds on our passion for learning, our values and our ways of working. A work culture that builds on a sense of belonging is where you can come to work feeling you are part of something bigger than yourself, and where the role of each of us serve to enable our goal is what connects us. Our passion for learning is what unites us, and our belief in our school vision is what shapes us. At the Humberston Church of England School, we celebrate differences and strive to create a strong sense of belonging, while retaining our core purpose that is firmly grounded in our vision and values.

- To do our best in everything we do
- To show our Christian values in our work, play and relationships
- To help everyone be the best that they can be in every way
- To give everyone a good start that they can build on for the future
- To make our school fun and challenging
- To have confidence and never doubt ourselves or others
- To develop independence and a sense of responsibility in everyone
- To develop as respectful British and Global citizens

Our Beliefs

We believe that everyone:

- has the right to feel safe, valued and happy in our school
- has the right to be heard
- has a right to an education that suits them
- should have a high-quality learning environment
- should enjoy coming to and working in our school

Christian Values

- Courage
- Peace
- Unity
- Service
- Compassion
- Perseverance

4. DEFINITIONS

Equality

The term 'equality' means that everyone should be treated fairly. It recognises that everyone has individual needs and that they have the right to have their needs respected.

Diversity

The term 'diversity' has many definitions, but they all tend to embrace the notion that our background, knowledge, skills, aptitudes and experiences are all different and that our differences should be valued and appreciated.

Inclusion

The term 'inclusion' is the overarching culture in which the mix of people can come to work, feel comfortable and confident to be themselves, and delivers the needs of the Trust. Inclusion ensures that everyone feels valued and importantly, adds value.

Unconscious Bias

The term 'unconscious bias' describes how we are all shaped by our prior experiences and the social and cultural values that we absorb throughout our life. We all hold deeply ingrained assumptions and beliefs and create our own internal stereotypes.

Most people feel more comfortable around people like themselves (similar age, background or culture) and unconscious bias is a natural result of this, but it can cause unintentional prejudice. Unconscious bias can affect our behaviour in many ways, but if the bias is against a protected characteristic it could lead to illegal discrimination. It can affect recruitment, progression, recognition and much more.

5.EQUALITY ACT 2010

The Equality Act 2010 came into effect in October 2010. It consolidated and streamlined existing legislation and strengthened the law to support progress on equality.

The Equality Act 2010 details a list of 'protected characteristics' which are grounds upon which it is unlawful to discriminate against people. These are:

- Age
- Disability
- Sex
- Marriage and civil partnership
- Race
- Sexual orientation
- Gender reassignment
- Religion or belief
- Pregnancy and maternity

The school will seek to identify and act upon any unfair or unlawful discrimination which denies someone opportunities due to a protected characteristic.

The school will provide reasonable adjustments, wherever possible, to remove any barriers due to disability, including providing alternative formats where needed.

6

.DISCRIMINATION

Discrimination is unequal or differential treatment which leads to one person being treated more or less favourably than others are or would be treated in the same or similar circumstances on the grounds of a protected characteristic.

Direct discrimination

Direct discrimination is where someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (perceptive discrimination), or because they associate with someone who has a protected characteristic (associative discrimination).

Indirect discrimination

Indirect discrimination can happen when there's a condition, rule, policy or a practice in the organisation that applies to everyone but particularly disadvantages people who share a protected characteristic.

Association discrimination

Association discrimination occurs when a person is treated less favourably because of their association with another person who has a protected characteristic.

Perceptive discrimination

Perceptive discrimination occurs when a person directly discriminates against another person because the person thinks they possess a particular protected characteristic. This applies even if the person being discriminated against does not have the protected characteristic.

Victimisation

Victimisation is when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act, or because they are suspected of doing so.

If, following an investigation, it is found that an employee has maliciously made or supported an untrue complaint, they will not be protected under the Equality Act.

Harassment

Harassment is defined in law as unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

7. THE PUBLIC SECTOR EQUALITY DUTY (PSED)

The PSED, introduced by the Equality Act 2010, applies to all public bodies including academies and extends to all protected characteristics.

The duty requires us to:

1. Eliminate unlawful discrimination, harassment, victimisation or any other behaviour that is unlawful
2. Advance equality of opportunity between people who share a protected characteristic, as well as those who do not share one

In order to demonstrate relevant and proportionate consideration is being given to the above, we must ensure:

- Decision makers are aware of and have due regard of the duty when making a decision or taking action and must assess the potential impact on any particular group
- Policy developers should consider potential impact on any particular group before and during this process
- The PSED is integrated into our functions and with an open mind.

8. PURPOSE

Our purpose is to:

- Provide equality, fairness and respect for all in our employment, whether temporary, permanent, part time or full time
- Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation
- Oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents and selection for employment, promotion, training or other developmental opportunities

9. COMMITMENT

We are committed to:

- Actively explore and challenge our unconscious biases, which if unchallenged, will limit our decisions, behaviour and actions to what we are primed to do or how we normally see things
- Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity, acceptance and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the school's activities

- Make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential so their talents and resources can be fully utilised to maximise the efficiency of the school.
- Decisions concerning staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act)
- Foster appropriate spaces and competencies to engage in dialogue, sharing our own experiences, be compassionate to the experience of others, listen actively, stay curious and learn from each other
- Review employment practices and procedures when necessary to ensure fairness, and also updated them and the policy to take account of changes in the law
- Ensure the entire employee life cycle is fair and that our employee related processes do not treat people differently based on gender, age, race, ethnicity, disability, sexual orientation, etc. Meaning our recruitment is consistent with the diversity we seek to promote, that our performance and development process gives individuals the ability to thrive and perform being who we are, and that we continuously build capabilities to value and grow personally and professionally within a diverse environment in order to succeed together
- Monitor the make-up of the workforce regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion and in meeting the aims and commitments set out in this policy
- Create a strong sense of belonging among school employees building on our commonalities and shared goal of 'Unlocking possibilities, making a difference '.

10. ROLES AND RESPONSIBILITIES

All staff should demonstrate behaviour that is inclusive of diversity and mindful of unconscious biases. As such, staff conduct should help the school to provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.

All staff should always consider diversity in their daily duties, be mindful of unconscious biases, be open to feedback about their own biases, ensure they are aware of this policy and support their colleagues in being inclusive. Our leaders will help to role model this behaviour and encourage open dialogue regarding diversity and unconscious biases and how these influence the effectiveness of our work.

All staff should understand they, as well as the school, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, pupils, parents, visitors, suppliers and the public.

Staff should recognise that if not acted upon a continuous lack of inclusion (exclusion) can become discrimination. Where staff experience attitudes, behaviour, structures or processes that are inconsistent with this policy, they are encouraged to discuss this within the situation it has arisen, if possible, or bring it to the attention of the senior leadership team so that possible actions can be considered for individuals or the school. If someone feels offended by another person's behaviour/conduct, it should not be assumed that there was negative intent behind their actions. It is important that the offended person has the opportunity to explain why they felt the words or behaviour was offensive to them and for the other person to actively listen to understand their perspective. Even in circumstances where the person did not intend to offend, these interactions provide opportunities to learn and grow.

In summary, we should all:

- Comply with the law and the school's policies
- Treat everyone with respect and dignity
- Not make derogatory comments, unfairly discriminate or act in a way that might cause distress or embarrassment to others, whether intentionally or not
- Not engage in harassment or bullying behaviour
- Respect other's beliefs
- Report inappropriate behaviour immediately

11. TRAINING

As part of our commitment, we will ensure senior management and other employees are trained about their rights and responsibilities under the Equality, Diversity and Inclusion policy.

12. MONITORING AND REVIEW

Through monitoring and review, the school will

- Assess how the equality, diversity and inclusion policy and any supporting action plans are working in practice
- Review the policy and plans annually and consider and take action to address any issues raised