



EQUALITY AND DIVERSITY POLICY

Rationale

This Equality Policy has been produced in line with the Equality Act 2010. Discrimination on the basis of age, gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (**protected characteristics**) is unacceptable in this School. Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by sharing respect for, and appreciation of, each other as individuals. The primary objective of this School is to educate, develop and prepare all our pupils whatever their sex, race, culture, origin or ability, for modern life. An equal opportunities philosophy will be practised by all staff. The School acknowledges the complexity of society and recognises that it would be failing the pupils if it did not prepare them for this. The School is committed to emphasising the common elements and values of our multi cultural society rather than highlighting areas of diversity. In an effort to ensure that all fully benefit from the above and are included in all aspects of our provision, consultation is undertaken with parents and relevant agencies where required.

Practice

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Admission

The School follows a policy, which does not permit sex, race, disability, religion, belief or sexual orientation, to be used as a criteria for admission. However, in exceptional cases, difficulties highlighted during a child's initial assessment visit which could affect the learning of the whole class may necessitate discussions between the Head, Class Teacher and Parents / Carers prior to the offer of a child's place being endorsed.

Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the School are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

- **Pupils**

If there are subsequent incidents the appropriate senior staff members (Head or Deputy Head) should be informed and consideration be given to involving the parents. Any racially aggravated incidents should always be reported to the Head or Deputy Head. Racist symbols, badges and insignias on

clothing and bags are forbidden in the School. Graffiti should be immediately removed. Parents should be aware of the School's commitment to equal opportunities.

- **Staff**

The School values diversity amongst the staff. In all staff appointments, the best candidates will be appointed based upon strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes. Close liaison with families in the School is beneficial to all concerned. The School's pastoral care organisation should be used, particularly with regard to home / school liaisons and for dealing with any situation of discrimination or harassment.

Curriculum

All pupils must have access to the School's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive and must not highlight sexual and cultural diversity in a negative manner. Positive differences which enrich our experience should be encouraged.

Language

The School views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotation in the language they themselves use.

Gender Equality

- Gender based inequality is unacceptable and all children are valued and encouraged to reach their maximum personal potential. However, the School places emphasis on what may be regarded as traditional good manners. We do not therefore accept, for example, that boys or men holding doors open for girls or ladies is anything other than basic courtesy.
- It should be noted that in some activities e.g. sports, children may be split by gender or ability. This is to allow focussed coaching for team selection and follows I.S.A. practice of 'girls / 'boys only' teams for certain sports.

Racial Equality

The School takes seriously its legal obligation to:

- eliminate racial discrimination
- promote good relations between people of different racial groups

Aims and Objectives

We aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils so that they can then use their qualities to influence their own relationships with others;
- having consistent expectations of pupils, their care and learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching/caring takes into account the needs of all pupils through our schemes of work and planning of learning and caring strategies;
- regular consultation with parents/carers so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident about challenging racist and aggressive behaviour.

Procedures for handling incidents of racial harassment

The following procedures are to comply with the statutory code of practice for the elimination of racial discrimination and the promotion of racial equality in employment.

- Incidents of racial harassment will be dealt with in accordance with the Behaviour Policy, straight to the level of Head Teacher, or Deputy Headteacher in her absence. Parents/carers may also need to be contacted.
- Incidents involving staff, parents/carers, Governors, visitors, either as victims or perpetrators will be reported to the Headteacher and the Chair of Governors.
- All incidents are written in the 'Log of Racist Incidents'. Entries are analysed and reported to the Governing Body in the Headteacher report.
- A 'Racist Incident Form' should be completed (Appendix 1).

Teaching and Learning Styles

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure quality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds without stereotyping;
- promote attitudes and values that will challenge racial behaviour; provide opportunities for pupils to appreciate their cultures;
- seek to involve all parents in supporting their child's education and care;
- take account of the performance of all pupils when planning for future care and learning – setting challenging targets;
- make the best use of all available resources and assessments to support the care and learning of all groups of pupils.

Tackling Harassment

Any incident of harassment is unacceptable in our School. Incidents could take the form of physical assault, verbal abuse, and damage to pupils' property or lack of co-operation due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil (or other) who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is unacceptable;
- report the incident to the Head or Deputy Head and inform him/her of the action taken;
- inform the class teacher(s) of both the victims and the aggressor, and then record what happened in the incident book; being careful NOT to put words in the child's mouth.
- inform both sets of parents, if appropriate.

The diversity of our Society is addressed through our schemes of work that, in the main, reflects the programmes of study of the National Curriculum. Staff are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. We ensure that the way in which issues are taught does not subject individual pupils to discrimination. Any incidents regarding negative behaviour relating to the protected characteristics would be recorded and reported to the Governing Body by the Head.

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. Ayscoughfee Hall School

Direct Discrimination - occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she is a lesbian.

Indirect Discrimination - occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment - has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behavior, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation -discrimination because of disability if, for example, a child who has a skin condition which means they cannot wear nylon is not allowed to wear cotton trousers as part of the uniform.

English as an Additional Language (EAL)

In this policy we seek to raise awareness of the needs of EAL pupils and their achievement.

Rationale

The school values the contribution which all children make through bringing their culture and language to enrich the school environment. The school shall provide the means for EAL children to achieve their full academic potential. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

Introduction

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and Objectives

Underlying curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning

In our school, teachers, at all stages, use various methods to help children who are learning English as an additional language.

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Covering not just key words, but also metaphors and idioms;
- Explaining how spoken and written English have different usages for different purposes;
- Providing them with a range of reading materials, to exemplify the different ways in which English is used;
- Giving them appropriate opportunities for talking, and using talking to support writing;
- Encouraging them to relate one language to another;

Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages;
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- Using the home or first language where appropriate.

The class teacher will ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire. For all ethnic minority pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

The Role of the SENDCO

School assessment procedures will be regularly reviewed to ensure they are not biased. Only bilingual children who have learning or additional needs will have their names added to the Learning Support list or the Additional Needs Register. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive level, what support has been given and how parental partnership has developed.

Home Contact

Home-school links will seek to provide clear information about the school and its procedures and to establish mutual respect for culture and values. Lincolnshire EMA service may be asked to liaise with a non English-speaking family.

Disability

Ayscoughfee Hall School is committed to providing equal opportunities and access to all aspects of School life for pupils with disabilities, their parents, staff and visitors. Whilst provision is not always ideal due to the constraints of the building and the conditions of its listing, the school is continuing to monitor possible improvements.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA) The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

Admission

Ayscoughfee Hall School will try hard to meet the individual needs of children with disabilities, but can only do so if we are aware of them. Parents are requested to summarise access and support needs when enquiring for a place at the School. Registration will be considered on academic grounds first, as for any other applicant, to decide whether an offer of a place is appropriate.

We can then consider the particular needs of the child and invite him or her in for an informal information visit. This will give parents the chance to make an informed decision about the facilities the School is able to offer and what “reasonable adjustments” can be made. We will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that.

Identifying Needs

These “reasonable adjustments” should be identified and implemented before the child joins the School. All appropriate staff should be informed of the particular needs of the pupil and be aware that these needs may change during any one year. Some staff training may be needed.

The school has a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Educational Health Care Plans or from other sources.

The number of people who are advised of the specific needs of the disabled pupil should be limited in order to maintain confidentiality.

Physical Access

A plan of the School is available showing wheelchair access points and disabled toilet areas. Some pupils may find the fire doors heavy to open. Trips may present difficulties, but every effort will be made to make them accessible or to provide an alternative equivalent experience.

Access to the upper floors of the main building is not possible for pupils in wheelchairs, but every effort would be made to ensure access to equivalent resources on the ground floor.

Curriculum and Learning Resources

Appropriate learning resources will be provided to ensure that all users are catered for in terms of access, facilities, services and support.

Enquiries should be made to outside agencies, to ensure that the maximum amount of support, both practical and financial, is being given to the pupil in order to aid their education and welfare.

NB This policy must be read in conjunction Equality Act 2010.

This policy must be read in conjunction with other related school policies:

- Anti-Bullying Policy**
- Behaviour Policy**
- SEND & EAL Policy**

Any reference to the word ‘School’ implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
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Appendix A

**Ayscoughfee Hall School
Racial Incident Monitoring Form**

Incident Reported by		Position in School	
Incident Reported to		Position in School	
Date:	Date of Incident:		Term:

SECTION 1 – Details of those involved in the incident

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary

VICTIM	PERPETRATOR
<p>Name:</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil name and year group</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status</p> <p><input type="checkbox"/> Pupil from another school?</p> <p><input type="checkbox"/> Other (please specify, e.g. parent or visitor)</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when?</p> <p>Year Group?</p> <p>_____</p> <p>Ethnicity (for pupils only, from pupil records)</p> <p>_____</p> <p>Gender</p> <p>M <input type="checkbox"/> F <input type="checkbox"/></p>	<p>Name:</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil name and year group</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status</p> <p><input type="checkbox"/> Pupil from another school?</p> <p><input type="checkbox"/> Other (please specify, e.g. parent or visitor)</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when?</p> <p>Year Group?</p> <p>_____</p> <p>Ethnicity (for pupils only, from pupil records)</p> <p>_____</p> <p>Gender</p> <p>M <input type="checkbox"/> F <input type="checkbox"/></p>

SECTION 2 – Type of Incident

Location:

What type of incident occurred?

<input type="checkbox"/> Name Calling	<input type="checkbox"/> Threatened Assault
<input type="checkbox"/> Verbal Abuse	<input type="checkbox"/> Attacks on Property
<input type="checkbox"/> Physical Abuse	<input type="checkbox"/> Abuse by electronic means (i.e. Text or Instant Messaging, Social Media)
<input type="checkbox"/> Refusal to cooperate due to cultural or religious beliefs	<input type="checkbox"/> Socially Isolated
<input type="checkbox"/> Graffiti	<input type="checkbox"/> Other (please specify)

Please describe briefly what happened

SECTION 3 – Action to be taken to deal with the incident and details of the support offered to victim and perpetrator

What action(s) was / were taken to deal with the incident?

- Warning the perpetrator
- Discussion with the victim's parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify)
- Other action (please specify)
- No action

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

The school should retain this form. The LEA will regularly collect information about racial incidents.