



**Romans Field School
Bradwell Village School
Priory Common School**

Equality and Diversity Policy

Last reviewed on: September 2022

Next review due by: September 2023

EQUALITY AND DIVERSITY POLICY

All schools in the Inclusive Learning Federation believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of sex, race, disability, religion or belief, sexual orientation or gender reassignment. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the Federation knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their sex, race, disability, religion or belief, sexual orientation or gender reassignment, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed. Adults should expect employment practices to be fair and transparent. The school works within the expectations set out by the local authority (LA) as well as what is set out in the 'Equality Act and Schools' (DfE 2014 updated 2018).

Although the governing board and the executive head teacher are ultimately responsible for ensuring that discrimination doesn't occur, ALL employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements' (Equality Act, 2010)

VALUING DIVERSITY

At the schools in the Inclusive Learning Federation we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation, discrimination still exists and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with and to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- To provide an environment in which all our children/adults feel comfortable and at ease about their sex, race, disability, religion or belief, sexual orientation or gender reassignment and/or background.
- To instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living.
- To nurture cultural, religious and linguistic diversity.
- To be aware of and, support positively, the languages and dialects spoken by our children and the adults in the school and at home.
- To ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate.
- To ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults.
- To ensure members of the senior leadership teams in each school are made aware of any issues which contravene the policy in order that they can tackle the issues appropriately.

EQUALITY INFORMATION AND OBJECTIVES

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.

- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example talking to pupils, parents and carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have, their ethnicity, colour or national origin; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

At the schools in the Inclusive Learning Federation we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources used in our schools are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum. We provide targeted provision for children with English as an Additional Language and liaise with the Milton Keynes EMA Network as required.

EQUALITY ISSUES IN RELATION TO RELIGION

At the schools in the Inclusive Learning Federation we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We visit a variety of places of worship as part of our RE work, we learn songs in a range of other languages to celebrate cultural diversity.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION/GENDER REASSIGNMENT

At the schools in the Inclusive Learning Federation we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have EQUAL access to ALL areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

EQUALITY ISSUES IN RELATION TO CHILDREN/ADULTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Occupational Therapist and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupils' learning. We actively

seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

CROSS-CURRICULAR ISSUES

We build into our curriculum opportunities to learn about other cultures and different ways of living as part of the National Curriculum. We ensure that issues of equality and diversity are central to the curriculum as well as reflecting the interests and backgrounds of all the children.

LIAISON WITH THE WIDER COMMUNITY

We involve the community in the following ways:

- we invite and encourage speakers who come from a variety of cultures, and communities to visit our school;
- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship;
- we have parent/carer forums for different groups within our schools;
- we liaise with the Parks Trust to explore the local environment of Milton Keynes.

PARENTAL/CARER/VOLUNTEER INVOLVEMENT

Schools in the Inclusive Learning Federation are open and welcoming parents/carers are encouraged to become involved. We value the contributions parents/carers/volunteers make to our curriculum and to school life.

We have Pastoral Support in each school who can support parents with their children and also difficulties that they might be experiencing at home.

The individual school websites provide information to parents/carers about events as well as school policies and practices. Regular open events are held in order that the parents/carers can see what the children are learning about. Unfortunately during lockdown and in response to COVID-19, many of our usual events have had to be postponed, however, during this time we will endeavour to keep our websites up-to-date so that parents and carers can see what the children are doing in school.

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at the schools in the Inclusive Learning Federation. All staff and volunteers are expected to be aware of this policy and the procedures related to it. All members of staff are expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

WHISTLEBLOWING

Any issues which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team, can be reported using the steps in the Whistleblowing policy.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes place annually, or when an issue arises.