



Headteacher: Mr L Smith

Coton-in-the-Elms C of E Primary School

Equality, Diversity and Inclusion Policy

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Reviewed by: Stephanie Marbrow

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Telephone 01283 761361

Elmslea Avenue, Coton-in-the-Elms, Swadlincote, Derbyshire DE12 8HE

Email: schooloffice@coton-in-the-elms.derbyshire.sch.uk

Website: www.coton-in-the-elms.derbyshire.sch.uk





Contents

Page

1. Introduction and Aims	3
2. Legal Duties	5
3. Public Sector Duties (applies to schools)	7
4. Reasonable Adjustments and Accessibility Plans (schedule 10)	7
5. Curriculum	8
6. Teaching and Learning	8
7. British Values	8
8. Assessment, Pupil Achievement and Progress	10
9. Behaviour, Discipline and Exclusion	10
10. Admissions and Attendance	11
11. Partnership with Parents/Carers	11
12. Responsibilities	11
13. Supporting Policies	13
14. Version Control	13
15. Appendix 1	14



1. Introduction and Aims

In the past there have been different laws to protect people from discrimination. The Equality Act 2010 simplifies a number of these laws and puts them altogether in one piece of legislation.

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. It sets out the school's aims to promote equality of opportunity and comply with the Act and it also sets out our legal duties. Following a review of these aims and objectives we will publish these on our school website.

The primary aim of Coton-in-the-Elms Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing every child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At Coton-in-the-Elms Primary School, we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender, reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, sexual orientation) within the school community. The school continuously strives to ensure that everyone (pupils, teaching staff, parents/carers, governors or volunteers) are treated with dignity and respect.

1.1 This means:-

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take, as full a part as possible, in all the activities of the school.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.
- We will ensure that paediatric 1st aiders are available whenever children are in our care.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will encourage positive attitudes towards and amongst pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.



- We will monitor the progress and achievement of pupils by the relevant and appropriate characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the School Development Plan (SIP)
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention and training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By forward planning, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits. We will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and prejudice related incidents will be carefully monitored and dealt with effectively using the agreed school policies/procedures e.g., Antibullying, Peer on Peer Abuse, allegations against Staff policies as appropriate. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting, recording and following up incidents.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, antihomophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as Equality Objectives in the School Development Plan.?
- We will ensure pupils/parent/carer/staff consultation is sought regularly in the development and review of this policy.
- We will seek regularly the views of pupils, parents/carers, advisory staff and visitors to the school to ensure that the school environment is as safe and accessible as possible to all school users. We will review regularly our accessibility plans.
- We will ensure all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what "reasonable adjustments" mean in practice.



- We will set out training and awareness sessions in the School Improvement Plan
- We will consult with stakeholders, i.e., pupils/parents/carers/ staff and relevant community groups to establish Equality Objectives and draw up a plan based on information collected on protected groups and accessibility planning. These Equality Objectives will be reviewed and reported on annually.
- We will demonstrate how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity via the Head Teachers blog and governor newsletter.
- We will take action to investigate, report and act on any incidents of inequality.
- When drawing up policies, we will carry out an Equality Impact Assessment (EIA) to ensure a policy does not, even inadvertently disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the PSED. Derbyshire County Council Policies, adapted by the school, will already had EIAs carried out.

2. Our Legal Duties

2.1 Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment, the provision of services and public functions, and education.

Schools are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts)

2.2 The Protected Characteristics within Equality Law are:-

Age	A person of a particular age or a range of ages (e.g., 18 –30 years old.) Age discrimination does not apply to the provision of education, but it does apply to work.
Disability	A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
Gender reassignment	A person (usually with “gender dysphonia” who is proposing to undergo, is undergoing or has undergone gender reassignment. “Trans” is an umbrella term to describe people with this “Gender Identity”. Intersex is not covered by the Act but our school will treat intersex children with the same degree of equality as children with gender dysphoria,
Marriage & civil partnership	Marriage and civil partnership discrimination does not apply to the provision of education at this school but it does apply to work (staff)
Pregnancy & maternity	Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman’s Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers



(where eligible) the period up to the end of her Additional Maternity Leave.

Race	<p>A person's colour, nationality, ethnic or national origin. This includes Travellers and Gypsies, as well as white British people</p> <p>A racist incident is any incident which is perceived to be racist by the victim or other person.</p>
Religion & belief	<p>Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you want to live for it to be included in the definition. Religion and belief discrimination does not prevent the school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.</p>
Sex	<p>A man or a woman.</p>
Sexual orientation	<p>A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when they are young, promotion of sexual orientation equality is as relevant in primary school as it is in secondary school. This school does not discriminate against any form of sexual orientation.</p>

It is also unlawful to discriminate because of the sex, race, disability, religion or belief (or none), sexual orientation or gender reassignment of another person with whom the pupil is associated. This school does not discriminate, by refusing to admit a child, because his/her parents are gay men or lesbians.

2.3 "Prohibited Conduct" – acts that are unlawful.

Direct discrimination	<p>Less favourable treatment because of a protected characteristic.</p>
Indirect discrimination	<p>A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.</p>
Harassment	<p>Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party e.g., parent or contractor in the employment context.</p>
Victimisation	<p>Subjecting a person to detriment because of their involvement with proceedings (a complaint) brought in connection with the Act.</p>
Discrimination arising from disability	<p>Treating someone unfavourably because of something connected to their disability and failure to make reasonable adjustments.</p>
Gender reassignment discrimination	<p>Not allowing reasonable absence from work for the purpose of gender reassignment in line with normal provision such as sick leave.</p>
Pregnancy/maternity related	<p>Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment because the female is breastfeeding.</p>



discrimination

Discrimination by association or perception

For example, discriminating against someone because they “look gay” or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3. Public Sector Duties

The school will, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics):

- Eliminate discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity, (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life.)
- Foster good relations between people – tackle prejudice and promote understanding.

In practice “due regard” means giving relevant and proportionate consideration to the duty, so decision makers in school must have due regard when making a decision, developing policy or taking action as to whether it may have implications for people because of their protected characteristics.

4. Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature for example; steps and lifts.
- Take reasonable steps to provide auxiliary aids/services
- Develop and implement Accessibility Plans which will:
 - Increase disabled pupils’ access to the school curriculum
 - Improve the physical environment
 - Improve provision of information

The duty is an anticipatory and continuing one that the school owe to disabled children generally regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will plan ahead for reasonable adjustments that it may need to make, working with Derbyshire County Council.



5. Curriculum

The school believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to mainstream curriculum. The curriculum builds on pupils starting points and is differentiated to ensure inclusion of:

- Boys and girls,
- Pupils learning English as an additional language,
- Pupils from minority ethnic groups,
- Pupils who are gifted and talented
- Pupils with special educational needs and disabilities,
- Pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. The school caters for the interests and capabilities of all pupils and takes account of parental preferences related to religion, sex education and culture.

6. Teaching and Learning

Teaching staff ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers will challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas, they are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Children who are on our special needs register receive additional help from a teaching assistant to endeavour to enhance access to the curriculum and help the child to meet their full potential.

7. British Values

British Values are promoted through our Christian ethos, SMSC in the curriculum, during school assemblies, Beliefs and Values teaching, and Personal, Social and Health Education (PSHE) lessons.

As well as promoting British Values, the opposite also applies: we will challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including "extremist" views. We will also make clear that these values are not unique to Britain. We acknowledge



that they differ in no way from the values of many countries and cultural backgrounds represented by the families in Coton-in-the-Elms.

Below are some examples of how we promote British Values:

a. Being part of Britain

As a school we value and celebrate the diverse heritage of everybody at Coton-In-the Elms. Alongside this, we value and celebrate being part of Britain. In general terms this means that we celebrate traditions and customs in the course of the school year; Christian festivals being the most prominent but complimented by celebrations from different religions and cultures e.g., Chinese New Year and Diwali. We also value and celebrate national events such as Remembrance Day and Saints Days.

Furthermore, children's knowledge is enriched about Britain via:-

- Geography – learning about our rivers, coasts, mountains and where Britain is in relation to the rest of Europe,
- Historically – studying the Great Fire of London and the World Wars etc

b. Democracy

Children, parents and staff have many opportunities for their voices to be heard. Democracy is central to how the school operates:-

- Children are asked to respond and reflect on the teaching and learning they receive, as well as make suggestions during assemblies
- Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.
- Parents' opinions are welcomed at Coton through methods such as questionnaires, surveys at parents' evenings and Governors Newsletter to which parents are encouraged to respond to.

c. Rules and Laws

The importance of rules and laws whether they be those that govern our school, or our country are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen as necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Visits from authorities such as the Police and Fire Service
- During Religious Education when rules for particular faiths are thought about



- During other school subjects, where there is respect and appreciation for different rules.

d. Mutual Respect and Tolerance of those with different faiths and beliefs.

Coton-in-the-Elms School serves an area which is not very culturally diverse, but we do celebrate and promote different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos. We work hard to ensure that our pupils are able to live and work alongside people from all backgrounds and cultures.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their rights and those of others. All members of the school community are encouraged to treat each other with respect.

Here are some examples of how the school enhances pupils understanding and respect for different faiths and beliefs:

- Through the Christian Ethos we explore Christianity as a global faith and focus on respect and reconciliation between people.
- Through RE, PHSE and other lessons where we develop awareness and appreciation of other cultures; in English through fiction and in art and music by considering cultural differences through assemblies, themed weeks, notice boards and displays.

Whilst instances contrary to our values are relatively rare, any are treated seriously in line with our policies and expectations. See list (not exhaustive) in section 13

Assessment, Pupil Achievement and Progress

Pupil performance is monitored by formal and informal procedures and is analysed by gender. Monitoring is carried out by class teachers at regular intervals. Any pattern of under achievement of any particular group is addressed through targeted curriculum planning, teaching and support. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement. Self- assessment could provide some pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

8. Behaviour, Discipline and Exclusion.

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour (Positive Behaviour policy) are fair and applied to all. It is recognised that cultural background may affect behaviour. We take this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, or sexist is unacceptable.



9. Admissions and Attendance

Steps are taken to ensure that the school's admissions process is fair and equitable to all pupils. Comprehensive information about a number of factors e.g., gender, first language, physical needs and diet for example is included in all admission forms. The school and families are aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up by class teachers who are aware of community issues. Provision is made for leave of absence for religious observation which includes staff as well as pupils. Attendance is monitored by gender, special educational need and background with action being taken when appropriate.

10. Partnership with Parents

All parents/carers are encouraged to participate at all levels in school life. Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is required. Progress reports to parents/carers are accessible and appropriate to ensure their engagement. The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

11. Responsibilities

Responsibilities under this policy are as follows:

11.1 Governing Body

- Ensures that the school complies with equality related legislation
- Ensure that the policy and any supporting procedures are implemented by the Head Teacher
- Ensures that all other policies/procedures promote equality
- Give due regard to Public Sector Equality Duty (PSED) when making decisions.

11.2 Head Teacher

- Implement the policy and any supporting procedures
- Make all staff aware of their responsibilities and provide training, as appropriate to enable them to deliver the policy effectively and ensure that new members of staff receive training as part of their induction.
- Via staff briefings, the Head Teacher will ensure staff understand the inter-relatedness of this policy and those listed in section 12.
- Take appropriate action in any case of actual or potential discrimination. This may vary depending on the nature of the discrimination and to whom and, ensure accurate records are maintained on the C-POMs system.
- The Head Teacher will ensure any reported instances of discrimination are investigated within the school term in which they arise and determine whether instances need to be escalated to outside authorities. Where outside agencies take the lead, feedback may be delayed pending investigation.



- The Head Teacher will determine and advise the teaching staff whether any information should be shared with the pupils/parents/carers.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments. It is unlawful to enquire about the health of an applicant for a school position until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work. Further information is available in the schools Safer Recruitment policy
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents. Further information can be found in the schools Anti-Bullying Policy for example.

11.3 All Staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with the policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities, as necessary, to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

11.4 SENDCo

- Enact this policy, its commitments and procedures associated with this policy.
- Ensure quality provision for all SEND pupils is based on need.

11.5 Pupils

- Refrain from engaging in discriminatory behaviour or other behaviour that contravenes this policy.

11.6 Visitors/parents/carers/volunteers/contractors

- To be aware of and comply with the school's Equality, Diversity and Inclusion Policy.
- To refrain from engaging in discriminatory behaviour whilst on school premises e.g., racist language.



12 Supporting Policies

This policy and associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies/procedures:-

- Antbullying
- Complaints
- Positive Behaviour
- Confidentiality
- Physical Intervention
- Confidential Reporting Code
- Safeguarding and Child Protection
- Online Safety
- Health and Safety
- Educational visits
- Safer Recruitment
- Safe Working Practices
- Peer on Peer Abuse
- Allegations Against Staff, volunteers and carers.

12 Version Control

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13 Appendix 1

Definitions:

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Disability	A physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out day to day activities. The definition includes a wide range of impairments such as dyslexia, autism ADHD (Attention Deficit Hyperactivity Disorder)
Inclusion	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the school's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none"> • School community – the children we serve, their families and the school staff. • Community within which the school is located – in its geographical community, and the people who live/or work in that area. • Community in Britain – all schools by definition are part of it.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.