

North Ferriby C of E Primary School

Equality, Diversity and Inclusion Policy



Completed By: JO Spencer

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A Christian school with Children at its heart

Our Vision:

Our vision is to be a Christian school 'with children at its heart.'

Based on *Proverbs 22:6* 'Train up a child in the way he should go and, when he is old, he will not depart from it'.

Our understanding of this in school is that it is our duty to provide opportunities for children to develop spiritually, morally and creatively and that this will shape their identity and lead them into a happy, healthy future.

We believe that every decision made in school should be rooted in what is spiritually, morally and academically right for our pupils.

Our Mission:

Our mission at North Ferriby CE Primary is to provide a love of life and learning within a school where children feel cared for, supported, respected and safe. We always strive for academic excellence and provide an exciting, enriching curriculum for all our children. We help every child fulfil their potential and we celebrate everyone's uniqueness and the gifts and talents they have. Every child is precious, and it is a privilege to play a part in their development. We aim to provide them with the skills, knowledge, resilience, enthusiasm and life skills which will equip them to lead a rewarding and happy life.

Our Values:

Friendship

Courage

Perseverance

Respect

Statement of intent

North Ferriby Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. As a church school, we seek to follow the Church of England lead, particularly with a focus on Valuing all God's Children

Equality Objectives

Objective 1 Monitor changes to the curriculum, support and provision to ensure they result in good outcomes for pupils in all vulnerable groups.

Objective 2 To develop pupil knowledge of equality and diversity by weaving it through our school ethos and practices with the support of the Anti-bullying alliance, as we work to achieve accreditation.

Objective 3 To embed the British value of tolerance (Mutual respect and tolerance of those with different faiths and beliefs and for those without faith)

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Legal Duties

The Equality and Diversity Policy of North Ferriby Primary School has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.

- Equality Act 2010.
- Specific Duties Regulations 2011.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. We will not, of course, publish any information that can specifically identify any child.
- Prepare and publish equality objectives.

Our aim is to continue to carry out a number of activities, over time, and these will include:

Regular themed assemblies e.g.: celebrating diversity and global citizenship.

Displays e.g.: British values, Celebration of Faith festival

Our whole school awards such as Always Child - rewards children for exhibiting respect, kindness or showing resilience for example.

Act of Remembrance as part of the wider community

Daily faith-based assemblies (Christianity) with the local clergy.

All adults in school 'model' exemplary behaviour in regard to how they speak and interact with each other, with children and families - this is a cornerstone of our code of conduct.

Our rich and exciting curriculum which links very closely to the demands placed upon us via the 'Equalities Act'.

This law expects all schools to publish a brief plan of action about how they aim to ensure that everyone in the school community is treated fairly. We feel that by further developing our children's knowledge and understanding of a range of other cultures and backgrounds this will help them treat others with greater respect and consideration. To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment

- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our school aims sit within our equality beliefs by holding them in the aims of the school: to grow good people who make a difference in school, the local community, and the world; Live well together by valuing friendship and respecting ourselves and each other.

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support if appropriate.

Responsibility

We believe that promoting Equality is the whole school's responsibility of the whole community.

The Governing Body is responsible for: Ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The lead Governor for this is: Sue Bond

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
 - Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty

and receive training and support to carry these out

- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

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

Pupils

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

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school 's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

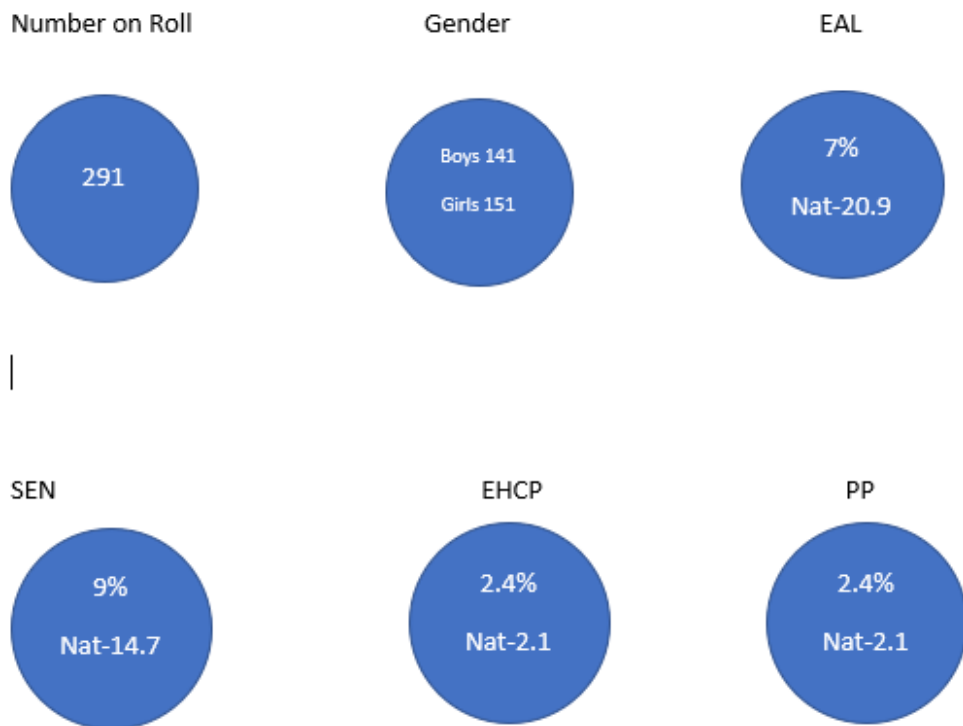
Accessibility Plans are implemented to ensure that •

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

This is published as a separate document and can be found on the school's website.

How North Ferriby Primary School Meets the Aims of the Equality Policy

Information about how North Ferriby Primary School meets the Aims of the Equality Act and Next Steps.



Data Autumn 2021

North Ferriby Primary School is a smaller than average primary school.

- The proportion of pupils known to be eligible for pupil premium funding is below the national average.
- The large majority of pupils are White British. The proportion who speak English as an additional language is below the national average.
- The proportion of pupils who have additional support to meet their special educational needs and/or disabilities is below the national average.
- The proportion who have an education, health and care plan is in line with the national average.

Equality of Opportunity Between People

Children at North Ferriby Primary School make progress at least in line with other children nationally and attainment is at least in line with or above other pupils Nationally. Attendance is in line with National.

Rigorous monitoring systems are in place to ensure that reasons for absence are established as soon as a child is absent. Where children are absent (classed as persistent absence) from school due to significant medical needs school works with parents and other professionals to support the child's welfare and educational provision.

A tracking system is in place to ensure that all children make good and outstanding progress from

their starting points. This is monitored at least termly. Where any gaps in learning may appear, intervention programmes are quickly initiated, documented and monitored. For disadvantaged children barriers to learning are identified and actions put in place to maximise learning and welfare. Please see the following documents located on the school website:

- School Assessment Data
- Parents Questionnaire Responses.
- Pupil Premium – impact and spending Also the DFE school performance tables website.

Foster Good Relations Between People, Participation and Engagement

Our school community is a welcoming, comfortable and caring environment for all who come here. We foster an open environment where people feel they are being treated with dignity and respect.

SIAMS in May 2019 noted as a particular strength: *‘Warm, respectful relationships and positive, caring support flow from the Christian vision. They enable the school to nurture each individual as a unique being, known and loved by God, and therefore of infinite value.’*

Parent Questionnaire Responses December 2021 (see website) judged the school extremely positive in all areas, and particularly for its support of children’s welfare and behaviour.

Examples of Steps taken by the School

- ✓ The school has an active School Council and Pupil Voice, with a new display to keep the children in the school up to date with their comments and any feedback.
- ✓ Play leaders in Y6 run equipment for outdoors and ensure all children play with the equipment and everyone has access.
- ✓ Charity events and fundraising – as a church school we support a local, national and global charity and these are prominent in the school, with visitors from the local charity being quite frequent.
- ✓ Visits to and visitors from other cultures and backgrounds to work with the children (e.g. Imam from York Mosque, Gudwara, Synagogue, Church)
- ✓ Children take part in supporting members of the local community: Preparing for and taking part in Remembrance celebrations, writing to the Local Residential home, taking part in local community events.
- ✓ Children have opportunity to learn about being effective citizens including through assemblies and workshops provided by other professionals such as the local police and health care professionals.
- ✓ Deliberate purchasing of books for classes in the library that reflect the entire school community and celebrating diversity through the curriculum.

Eliminate Unlawful Discrimination, Harassment and Victimisation

The school has a good record of positive behaviour. See OFSTED report April 2017, SIAMS 2019 and Parent Questionnaire response December 2021.

Examples of Steps the School has Taken

Exclusions Data: There have been 2 fixed term exclusions from the school in the last 3 years and 1 Permanent exclusion.

Monitoring of behaviour, including victimisation and discrimination, Anti Bullying and harassment. Details of all behavioural incidents are kept in file and taken in each term for monitoring, and reported to governors in terms of racist incidents etc. in the HT report

The school has prompt and effective behaviour management techniques deployed by all staff to deescalate incidents of negative behaviour. Where relevant, outside agencies support the school, the child and their families.

Deliberate purchasing of books for classes in the library that reflect the entire school community and celebrating diversity through the curriculum.

Next Steps

School Development Plan objective:
Develop further the school's approach to nurture, with the embedding of frequent ELSA sessions for vulnerable pupils and training of the whole staff in nurturing principles that impacts on a whole school level.
Actions include: Whole staff CPD on nurture approach. All children to be Boxall profiled, with whole class strategies in place to impact on an individual class level basis. Nurture room starting to show impact, with regular group and 1:1 work created from a clear assessment and planning procedure, with parental involvement.
What will success look like? Children with Emotional and Social needs have the opportunity to be supported in a variety of ways to ensure that they achieve highly in school. All children's behaviour shows tolerance and respect.

School Curriculum Plan objective:
To continue to work hard to promote an understanding of the cultures, faiths, beliefs and lives of others beyond the local area.
Actions include: Continuing to review the school's curriculum, including PSHCE to ensure that it offers both opportunity and resources which reflect and respects diversity of age, (dis)ability, race, faith, culture and gender and sexual orientation, both nationally and internationally. Curriculum Subject reviews to specifically consider how local, national and global issues are incorporated and facilitated. British Values teaching and Sex education to consider how we understand, respect and treat others who's lives and vies may differ from our own.
What will success look like? Children are knowledge able and informed about the world in which they and others live Children's views demonstrate respect for all. Children's behaviour and actions shows tolerance and respect.