

# Queensgate Primary School

## Equality and Diversity Policy



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| <b>Date of Policy</b> | <b>Date approved by Governing Body</b> |
| <b>November 2017</b>  | <b>Autumn 2017</b>                     |

| <b>REVIEW SCHEDULE</b>     |  |                                       |                                     |
|----------------------------|--|---------------------------------------|-------------------------------------|
| <b>Date of next Review</b> | <b>Date reviewed by Governing Body</b> | <b>Change previous document (Y/N)</b> | <b>Date circulated (if changes)</b> |
| <b>Summer 2020</b>         | <b>N/A - HT</b>                        | <b>Y (objectives revised)</b>         | <b>Summer 2020</b>                  |
| <b>Spring 2022</b>         | <b>Spring 2022</b>                     | <b>Y (objectives revised)</b>         | <b>Spring 2022</b>                  |
| <b>Autumn 2023</b>         | <b>Spring 2024</b>                     | <b>Y (objectives revised)</b>         | <b>Spring 2024</b>                  |
| <b>Spring 2026</b>         | <b>Spring 2026</b>                     | <b>Y (objectives revised)</b>         | <b>Spring 2026</b>                  |
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## **Context**

Queensgate is a one-from entry primary school with a Nursery provision. We cater for children aged 3-11. We have eight resource pupils with complex additional needs. Learners are taught in year group classes and cohorts are generally 30 pupils. We have a higher percentage of pupils with an EHCP than the national average. The school community is predominantly White British. The percentage of children who have English as an additional language is below the national average and a small percentage of our children are eligible for Pupil Premium funding.

## **Legal framework**

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Stockport Diversity and Equality Policy and Comprehensive Equality Scheme
- Equality Act 2010

## **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by seven principles:

### **Principle One: All learners and stakeholders are of equal value**

We see all learners, potential learners and stakeholders, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status whatever their gender and gender identity or whatever their sexual identity.

### **Principle Two: We recognise and respect difference.**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences, of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, and women and men are recognised
- sexual activity

**Principle three: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle Four: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity or paternity

**Principle Five: We aim to reduce and remove equalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

**Principle Six: We consult and involve widely in relation to equality issues**

When tackling equality issues, the school will consult and engage with those effected by its decisions and where possible, with those people who have special knowledge who can inform school's approach. The school will take into account the views of those affected in the implementation and the review of this policy and in particular in relation to the school's equality objectives.

**Principle Seven: We foster a shared sense of cohesion and belonging and intend that our policy and procedures should benefit society as a whole.**

We will strive to ensure that pupils, members of staff and school governors feel a sense of belonging within the school and within the wider community and they feel respected and are able to participate fully in school and public life. The school intends that policies and procedures should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in the public life of:

- disabled and non-disabled people
- people from a range of ethnic, cultural and religious background
- girls and boys, women and men

The school will take all reasonable steps to ensure that pupils, members of staff, governors and members of the wider community are aware of and conduct themselves in accordance with the Key Principles.

**Roles and Responsibilities**

The Governing Body is responsible for:-

- ensuring that all governors are aware of their responsibilities under equality legislation;
- having due regard to the school's general equality duty when making decisions;
- ensuring that this policy is implemented by the Headteacher;
- equality issues will be monitored by the nominated Safeguarding Governor;
- ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personal issues and the school environment;
- ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than four years;
- ensuring that equality information is published on an annual basis;
- monitoring the achievements of equality objectives;
- promoting British values

The Headteacher (with support from the Leadership Team) has responsibility for:-

- making sure this policy and any related policies and procedures are implemented in school;
- ensuring the school's equality objectives are published and actively pursued;
- monitoring how and whether the school's equality objectives are being met;
- producing information for pupils, staff and governors about the school's equality objectives and how they are working;
- ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to the school;
- making sure that this policy are published and are readily available to governors, staff, pupils, parents, carers and the wider school community;
- making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out;

- ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any protected characteristics;
- ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents;
- promoting British values

All staff are expected to:

Promote an inclusive and collaborative ethos in their classroom

- deal with any prejudice-related incidents that may occur
- foster good relations between groups with protected characteristics and those without protected characteristics
- plan and deliver curricula and lessons that reflect the principles as outlined in the Key Principles
- support pupils in their classes for whom English is an additional language
- keep up to date with equalities legislation relevant to their work, information and resources.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that learning and teaching reflect the seven principles outlined above.

### **Ethos and organisation**

We ensure the principles listed apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents and carers
- working with the wider community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the Legal Framework:

- prejudices around disability and additional needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the number, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Religious Observance**

We respect the religious beliefs and practice of all our governors, staff, pupils, parents and carers and comply with reasonable requests relating to religious observance and practice.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policy are dealt with, determined by the Headteacher and Governing Body.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.



# Queensgate Primary School

## Equality objectives 2025 -2026

In achieving compliancy with the Act, objectives are set.

Detailed below are the school's set of overriding objectives. These objectives relate to the Greater Manchester Ordinarily Available Inclusive Provision document (GMOAIP 2025) and our School Development Plan for 2025/26.

### **Objective 1: The school's physical and sensory environment is adapted to meet the need of learners**

**Why:** The percentage of pupils on roll that have a sensory processing disorder or sensory processing difficulties is increasing each year. We know that our senses are fundamental to development and the ability to participate in all activities of daily living/ school life.

**How:** Ongoing staff CPD in relation to sensory processing disorders delivered by an Occupational Therapist. This will develop our understanding in this area and how it impacts on everyday life for many of our children. We will then complete an audit of our provision and identify further adaptations that can be made.

### **Objective 2: Practitioners are aware of sensory processing, hearing and visual needs and issues that**

**Why:** The percentage of pupils on roll that have a sensory processing disorder or sensory processing difficulties is increasing each year. We know that our senses are fundamental to development and the ability to participate in all activities of daily living/ school life.

**How:** Adaptions within the school environment could be made to reduce noise by carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs etc (GMOAIP 2025 3b.6). We have identified that chairs and tables in the shared bays areas require this and new flooring is required in the areas by the children's toilets.