



Equality & Diversity Policy

Date Ratified by the Governing Body: 21.9.22

Signed by Head Teacher:

Signed by Chair of Governors:

Next Review Date: September 2025

Introduction and aims

Jump Primary School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community know and feel they are of equal worth.

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. 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.

Our approach to equality within our school is based on the following:

- All learners and members of our school community are valued equally regardless of disability, ethnicity, culture, economic background, national origin, gender or gender identity, religious affiliation or sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength and to be celebrated by all in our school community. We take account of difference and are proactive in removing any barriers people may face in relation to the point above.
- We foster positive attitudes and relationships in a variety of ways and promote mutual respect between people and communities who have differences. One of our school rules is for everyone to 'Be Respectful'.
- A shared belonging develops a positive sense of cohesion that allows all in the community to participate in school life.
- There is a shared expectation that all children within our school can make good progress and achieve to their highest potential.
- We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.
- Our policies and procedures benefit all staff and potential employees whether that is at the start of their journey with us at recruitment through to training, professional development and opportunities for promotion.

Purpose of the policy – our legal duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), ethnicity, disability, religion or belief, gender reassignment, sexual orientation or pregnancy and maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty” This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups- community cohesion

Two “specific duties”:

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

Equalities at Jump Primary - roles and responsibilities

We expect all staff at Jump Primary School to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The School Governors, along with the Senior Leadership Team, are responsible for ensuring that:

- This policy is communicated and made readily available to staff, parents and guardians;
- This policy and its related procedures are implemented;
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this policy and Equality Plan;
- Appropriate action is taken in any case of actual or potential discrimination;
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed;
- All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents, please see our Anti-Bullying Policy online;

- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness;
- The principle of equal opportunity is promoted when developing the curriculum.

Teaching and support staff should:

- Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it;
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping;
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher;
- Promote equality and good relations and not discriminate on any grounds;
- Attend training and information sharing opportunities as necessary to use this policy with confidence, and keep up to date with current equality legislation;
- Promote equal opportunities through their words and actions.

Pupils according to their ability and understanding should:

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

Parents and carers

- Parents and carers will be encouraged to participate fully in implementing the policy, particularly by reinforcing its ethos at home.

All Visitors, Volunteers and Contractors should:

- Make themselves aware of, and comply with the expectations contained within this policy;
- Refrain from engaging in discriminatory behaviour or language on school premises;
- Bring to the attention of a member of staff any act or behaviour that concerns them with regard to this policy Publishing the plan and links to other policies and documentation.

This policy has links with the Child Protection & Safeguarding, SEND, SHAV, Behaviour and Anti-bullying policies.

The Equality Act also applies to Jump Primary School in its role as an employer, and there are links to our Recruitment Policies, Allegations of Abuse and Whistleblowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

All of these policies and documents are published on our website following ratification by the Government Body.

Promoting equality and diversity at Jump Primary School

Teaching and Learning

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 endeavour to:

- Ensure equality of access to the whole school experience 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, values and skills that challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equality, diversity, religion, human rights and inclusion;
- Prepare pupils for living in a multicultural society and promote good relations between different racial groups;
- Celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups;
- Celebrate what we have in common;
- Seek to involve all parents/carers in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the composition of individual teaching groups;
- Take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress;
- Utilise seating plans to foster effective learning;
- Take account of the current performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, race, disability, ability, social background and sexual orientation. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher commitment, expertise and enthusiasm as a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school providing good, positive role models in their approach to all issues relating to equality and diversity;
- The school, as a whole, placing a high priority on the provision for those with special educational needs and disabilities. We strive to meet all pupils' learning needs, including the more able;
- The school providing an environment in which all pupils have equal access to all facilities and resources;
- Creating an environment where all pupils are encouraged to be actively involved in their own learning;
- Encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this;
- Providing opportunities for completing homework beyond the school day on the school site;
- Using a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Jump Primary School, we actively recognise differences and aim to ensure that:

- Our planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- Steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils and their linguistic needs;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. To this end:

- There should be an 'openness' of atmosphere and mutual respect which welcomes everyone to the school;
- The pupils are encouraged to greet visitors to the school, and adults within the school, with friendliness and courtesy;
- The displays around the school should be of a high quality and reflect diversity across all aspects of school life and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Jump Primary School is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of different ethnic groups, males and females in society, and people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equality and diversity issues;
- Be equally accessible to all members of school community, consistent with health and safety
- Not promote, explicitly or implicitly, racist, anti-disability, sexist, homophobic or ageist views.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups identified;
- Creates the conditions for all people to develop their self-esteem;
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce names correctly;
- Uses appropriate terminology in referring to particular groups or individuals.

Provision for Bilingual/Multilingual Pupils

We will make appropriate provision for all EAL/bilingual children/groups to ensure access to an appropriate curriculum.

These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Asylum seekers;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour. It will address this duty in several different ways:

- Incidents where there are unwanted attentions (verbal or physical) will be tackled. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender);
- All bullying related to those with protected characteristics will be referred to an appropriate member of staff and be dealt with as a serious incident – and will be recorded and investigated thoroughly;
- Incidents involving those with protected characteristics – specifically incidents relating to race, disability or homophobia – will be highlighted on CPOMS in order to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate.

Jump Primary School

Equality objectives 2022-25

Our equality objectives, which are reviewed every three years, are based on our analysis of data and the school's self-evaluation. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

Our current objectives are:

- To monitor and analyse pupil achievement by race, gender and special educational need, disability and disadvantaged groups and act on any trends or patterns in the data that require additional support for pupils.
- To design and deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standard of education, using specialist programmes and dedicated resources to support pupils who need it the most. Use of evidence informed approaches recommended by the EEF will form the basis of our teaching and learning developments. We will deliver a programme of assemblies, outside visitors, residential and educational trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics. Diversity will thread through a well-designed curriculum that ensures representation is at the heart.
- To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.

Review

The Equality and Diversity Policy and Equality Objectives have been agreed by the Governing Body. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality and Diversity Policy and Equality Objectives at least every three years and report progress to governors.