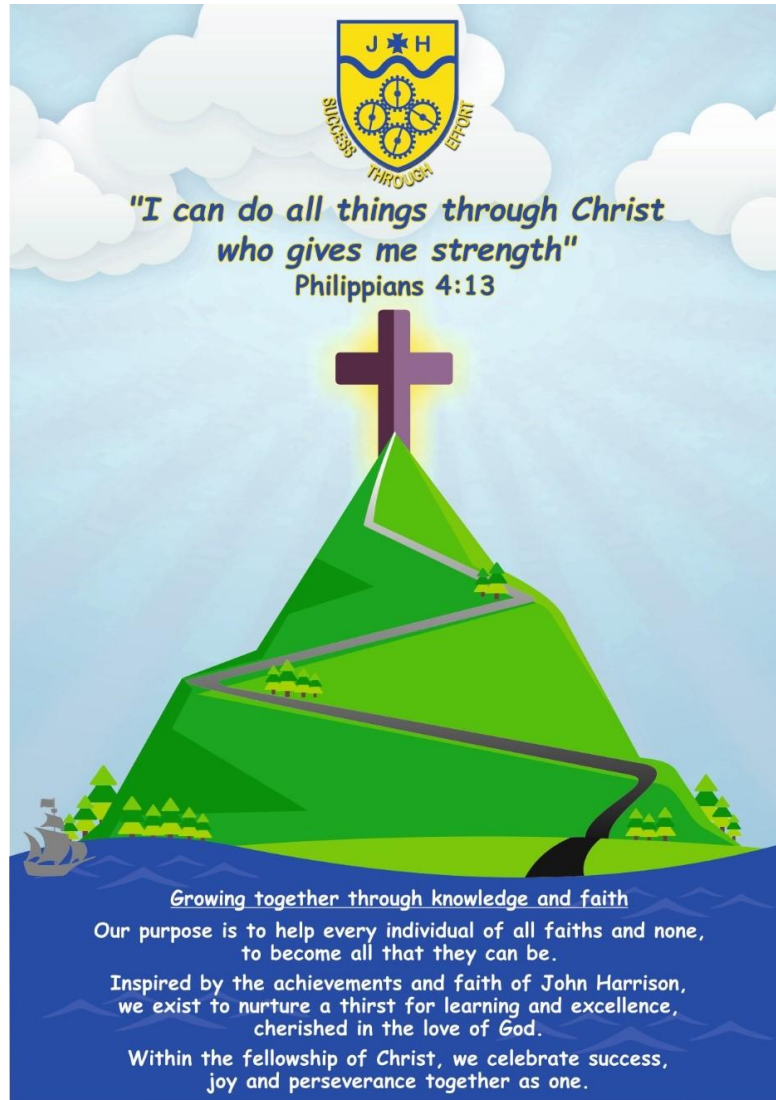


John Harrison C of E Primary School

Equality & Diversity Policy



Date reviewed: Spring 2026
Date of next review: Spring 2027

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison C of E Primary School **Equality & Diversity Policy**

Defining Equality and Diversity

Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. **Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Our practice is to make reasonable adjustments to accommodate all members of our school community.** Promoting a diversity-friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community

Our Vision and Aims for Equality and Diversity

At John Harrison CE Primary School our core Christian values are perseverance, forgiveness, friendship, hope, peace, respect and success; these underpin everything we do. We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

As a school we have a strong commitment to equal opportunities. We aim to:

- Advance equality of opportunity for all individuals within the school community.
- Promote the principles of fairness and justice for all through our curriculum and wider school provision.
- Create good relations between different groups.
- Constantly strive to remove any forms of indirect discrimination that may form barriers to learning and achievement.
- Challenge stereotyping and prejudice whenever it occurs.
- Promote positive social attitudes and respect for all through positive educational experiences and support for each individual's viewpoint.
- Thoroughly monitor attendance to identify groups who are vulnerable to underachievement through poor attendance.
- Ensure that all our personnel policies and practices promote fair and equal treatment for all individuals within the working environment of our school.
- Not tolerate harassment of any form and deal with any situation that may occur in line with the school's behaviour management and disciplinary policies.

Purpose and Scope of the Policy

This policy sets out John Harrison CE Primary School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

What we do to promote equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate English and number skills. We also ensure children from all groups are challenged to reach higher levels.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into Reception
- We employ a Family Liaison Officer to support all families and address any barriers they may have
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We making appropriate changes to teaching resources and access appropriate emotional and behavioural support e.g. ELSA, emotion coaching, With Me in Mind
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination
- We access Local Authority Services e.g. Ethnic Minority and Traveller Advisory Service (EMTAS), liaison with the Outreach Officers for SEND, Behaviour support and CAMHS
- Our school has accessibility plans that are renewed every 3 years or when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

Monitoring

- Our attainment records, including attainment and progress of vulnerable groups are monitored at governor and Local Authority level
- Attendance data is scrutinised at governor and Local Authority level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at governor and Local Authority level
- We have a robust rolling programme for reviewing school policies
- Minutes of meetings are kept where equalities issues are discussed
- We carry out and analyse annual pupil voice questionnaires, school council meetings or other pupil voice meetings to ensure that the child's view is heard

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from annual parent surveys, annual report feedback and parents' evenings,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council and Pupil Voice
- Ensure that we secure responses and feedback at Governing Body and Local Authority level

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility we

will:

- Ensure all stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition, school governors have responsibility for overseeing, agreeing, monitoring and reviewing of our equality objectives, and related activity.

Breaches of Policy

John Harrison CE Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

Monitoring and review

John Harrison CE Primary School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website www.johnharrisonceprimary.com. This information will be reviewed annually.

Bullying and Diversity incidents

Pupils

John Harrison CE Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the Anti-bullying Policy.

Staff and Governors

The council and John Harrison CE Primary School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement. Governors monitor on a termly basis any forms of discrimination that may have taken place.

Diversity Complaints

John Harrison CE School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head teacher or the Chair of Governors.