

Westfield Primary School and Nursery



Diversity and Equality Policy

Date ratified: 30 March 2023
Ratified by: Governing Body
Date to be reviewed: March 2024

Equalities Policy

The Governing Body of Westfield Primary School and Nursery updated this policy in March 2023.

This policy will be reviewed annually.

Statement/Principles

The policy outlines the commitment of the Governors, Headteacher and staff of Westfield Primary School and Nursery to promote equality, diversity and inclusion. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

The whole school value and ethos of Westfield Primary School and Nursery which respects and values every member of the school community is embedded in the day to day running of the school and throughout all aspects of school life.

At Westfield Primary School and Nursery we believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Westfield Primary School and Nursery, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a culturally diverse society.

Westfield Primary School and Nursery recognise the challenge of expanding children's contacts and insights into cultural diversity. As such we actively promote understanding of diverse cultures and faiths in the school and across the curriculum.

Responsibilities

In our school, all members of the school community have a responsibility for promoting equalities.

The Headteacher is responsible for coordinating the monitoring and evaluation of this policy, supported by the Deputy Head and the Governing Body (specifically the governor responsible for Equality, Diversity and Inclusion). The Headteacher is responsible for:

- Providing updates to staff and governors on changes in equalities law affecting the school's responsibilities;
- Working with the governors responsible for this area, Debbie Hawkins, ensuring this policy is implemented in all aspects of school life.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and
- The school's equality scheme is easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be a standalone document as is currently the case at Westfield);

- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice-related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support; and
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination; and
- Keeping up to date with equalities legislation.

Policy Commitments

1. Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity, and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles
- All staff will ensure that curriculum content and resources and the learning environment present and value Britain as a culturally diverse society and develop children's understanding of the wider world
- In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways
- We address the nature of inequality as it arises within the setting
- We enable children to develop the concept of citizenship through inclusion within the group.

2. Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning.

3. Attendance, Exclusion and Behaviour

- Westfield Primary School and Nursery recognises that attendance and exclusion rates for particular groups of pupils can be unequal. Attendance and exclusion rates will be monitored for disparities across different groups
- Strategies are employed to reduce disaffection, encourage attendance and avoid exclusion
- Where the pattern of a child's inappropriate behaviour is being monitored, the circumstances leading up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism
- We will monitor the exclusion of specific pupil groups from both the learning areas and the setting and will address any discrepancies
- Understanding children's behaviour will include taking account of cultural and linguistic differences in self and emotional expression
- The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination
- Reintegration strategies are culturally inclusive and responsive to children's ethnic and cultural background
- The setting recognises the right of children to take time off for religious/cultural observance
- Provision is made for children who are on authorised absence on periods of extended leave.

4. Promoting Equality: The ethos and culture of the school

- At Westfield Primary School and Nursery, 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
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Teaching methods used are accessible to individuals and groups taking account of cultural diversity
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, Post-It feedback, and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included
- We recognise the importance of language to a person's sense of identity and belonging and consider children's language abilities a strength

- We ensure that children have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- We ensure that children have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

5. Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review
- The school will seek to ensure that diversity represented in the staff and the governing body is valued, maintained and built on
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available
- The school recognises the right of staff to take appropriate time off for religious observance.

6. Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated process for recording and monitoring incidents
- The school reports to Governors on a termly basis the number of prejudice and bullying related incidents recorded in the school
- We enable our children and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- We equip our children and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.

7. Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Westfield Primary School and Nursery aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, parent surveys, Post-it feedback and Parent View to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome. Appropriate guidance and support will be provided for all parents and children in relation to this and will ensure that all vulnerable children are nurtured and supported in a safe environment.