



Torpoint Nursery and Infant School Equality and Diversity Policy

Introduction

Torpoint Nursery and Infant School is firmly committed to Equality and Diversity. This is reflected in our mission statement:

“Where each child is special and every child matters”.

We strive to ensure our school is an inclusive and accepting environment where difference, of all kinds, is recognised and valued. We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We have a statutory obligation to promote the integration and valuing of all groups of people as well as actively responding to incidents of discrimination and prejudice wherever they may appear.

We will also respect the equal rights of our staff, other members of the school community and visitors to our school. Our intention is to ensure that the adults working or volunteering in our school include where possible a gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds and puts into practice our understanding that we recognise the unique position of schools to promote acceptance and understanding within the wider community.

Bridging the Gap: Raising attainment for all our pupils

We aim to raise attainment and close the Achievement Gap between pupils of all ethnic groups. **It is the responsibility of each class teacher to monitor the achievement of all pupils.** This monitoring will include the achievement of pupils from all ethnic groups. The Headteacher and Assessment Co-ordinator are responsible for ensuring that such assessment takes place. Any concerns over the achievement of **any** pupil should be reported to the Headteacher, the Assessment Co-ordinator and, if appropriate, SENCO. This pupil will then be supported using the Waves of SEN intervention if necessary.



The school has a spreadsheet on which all vulnerable groups are identified and each class teacher has a specific monitoring and tracking the progress of any vulnerable groups within his/her class.

Monitoring

We have a Governor who is responsible for visiting school to ensure that our policy and procedures are in place. During this visit they will meet with the Head Teacher, discuss the policies and procedures and then spend time in school observing adult and child behaviours, attitudes and actions with Diversity and Equality foremost in his mind. They will then write a report to the Full Governing Body and feed this into the next Full Governing Body Meeting.

Any recommendations made will be discussed with the Full Governing Body and, if felt appropriate, added to the School Development Plan.

Working Definition of discriminatory behaviour

Our definition is:

Prejudice, discrimination or abusive behaviour towards members of another race, gender or religion, those with a disability or sexual orientation.

Our school context:

Torpoint is a predominantly white British community and our school community reflects this. There are very few members of other communities represented in the school and this again reflects the community of Torpoint.

Our staffing is mainly white British; we currently have one permanent male teacher and two temporary male teachers. Our Governing Body is mainly white British with 2 males. Different sexual orientations are represented on the Governing Body.

Race and Community Cohesion

The School recognises that some Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination can manifest itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education



The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Torpoint Nursery and Infant School recognises and values racial diversity. We want everyone at Torpoint Nursery and Infant School to have a sense of belonging and some understanding of the wider racial groups that make up British Identity.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds, needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.



Racism will not be tolerated at Torpoint Nursery and Infant School

We aim to raise attainment and close the Achievement Gap between pupils of all ethnic groups. See paragraph "Bridging the Gap; raising the attainment of all our pupils" above

The school has a spreadsheet on which all vulnerable groups are identified and each class teacher has a specific sheet for monitoring and tracking the progress of children who fall within one or more vulnerable groups within his/her class.

As a very small proportion of children at Torpoint Nursery and Infant School are minority ethnic pupils we are able to track individual progress very carefully and we understand that extrapolating this to a group level would be statistically unsound.

Torpoint Nursery and Infant School aims to promote good race relations between different ethnic groups. Modern Britain is a multi-cultural society. We value and recognise this diversity and will celebrate the rich diversity of modern Britain in our attitudes and teaching.

We will assess minority ethnic pupils' proficiency in English. If deemed necessary we will invite appropriate professionals to offer guidance to the school to enable us to best support these pupils.

The Disability Equality Duties

Disability

Torpoint Nursery and Infant School recognises the fact that some members of our school community have disabilities. We are as committed to meeting the needs of these individuals, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that disabled people are not placed at a substantial disadvantage compared to non-disabled people.

Discrimination on the basis of disability will not be tolerated at Torpoint Nursery and Infant School. This includes both direct, overt discrimination and that which is more implicit, e.g. if certain activities allowed to be inaccessible to a pupil with a disability.

The School's commitment to disabled learners, their families and staff's equality has four objectives:



1. We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

2. We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

3. We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.



- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.

We will maintain full access to education for disabled pupils by:

- Ensuring full appropriate access for disabled learners to participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

We want our school to be an inclusive environment in which all children are enabled to learn to the best of their ability. We offer a differentiated and personalised curriculum, appropriate to individual learners. We have a number of resources to assist children with SEND to learn in a flexible way. These resources are monitored by the SENCO's Gail Palmer and Stephanie Lock.

Torpoint Nursery and Infant School recognises its legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual. All reasonable steps will be taken to ensure this participation is possible.

We recognise the challenges that can be presented while parenting a disabled child and we will endeavour to support such parents in any way that is practically possible. We will endeavour to work with parents to ensure that the family feels that they want support before an external agency is approached. We will make available information regarding other services within Cornwall that may be helpful to such families and we recognise our responsibility to make referrals to external agencies for further support should this be necessary.

We will obtain written parental consent for any such referral, should this referral not be of a child protection nature.

Our school is accessible to disabled people and we will take all reasonable steps to ensure accessibility for all. We have an accessibility plan which has addressed the points which could be improved.



We recognise that inclusion is not just about acceptance and access but that it is equally important to promote positive images/attitudes of all the equality strands within our school curriculum. The curriculum reviews ensure that all opportunities for positive inclusion are fully exploited.

The schools accessibility plan is available from the school office

Gender

This statement was prepared following guidance as given in the document 'The Gender Equality Duty and Schools: Guidance for Public Authorities in England' published in March 2007

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or have flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Torpoint Nursery and Infant School recognises the crucial role schools have to play in ensuring that girls and boys benefit from equality of opportunity in all areas of life. We understand that action to challenge stereotyping needs to be a key component of the whole school curriculum and, in particular, careers, work-related learning, citizenship and personal, social and health education. We appreciate that schools play a key role in shaping the values and attitudes of children and young people and we strive to take a lead in challenging gender-based harassment, bullying and violence.

It is the responsibility of the class teacher to monitor individual pupil achievement. This process is overseen by the Head-teacher. The Head-teacher, Assessment Co-



ordinator and class teachers monitor the achievement of boys and girls to ensure that any inequalities in achievement are identified. Targeted work is then undertaken by the class teacher or other nominated person as appropriate. Teachers are aware of the different ways in which boys and girls learn and develop. The curriculum is adapted to take account of these issues and any gender shifts in classes.

The staff at Torpoint Nursery and Infant School have a legal responsibility to challenge gender (masculine and feminine) and sex based (male or female) stereotypes and to ensure they are not sustained or promoted by their practice. This may include steps such as ensuring play sessions are not unfairly weighted to reinforce a pre-existing gender/sex stereotype, i.e. boys playing solely with construction toys whilst girls play house, or that no sex/ gender is made to feel inferior/ superior to the other, i.e. only boys can carry heavy items, only girls can help tidy up.

Torpoint Nursery and Infant School instructs all staff to ensure that our resources are as gender diverse as possible and to remove any resources which they feel negatively reflect or compound gender stereotypes. When purchasing new resources, we will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school. We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed, by the class teacher, to have an educational value.

Torpoint Nursery and Infant School recognises that if schools are to be at the forefront of promoting gender equality in terms of outcomes for pupils, they also need to be at the forefront of promoting gender equality for their workforce.

We recognise our legal responsibility to support any member of staff who may choose to undergo gender re-assignment. We would endeavour to support this individual in any ways that are reasonably practical following advice from the LA.

Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We recognise the diversity of our local community and aim to work well with different faith groups as we appreciate the importance of offering the children multiple perspectives.



We recognise our responsibility to gather together for collective worship on a daily basis and, whilst it is appreciated that the ethos of this worship must be of a 'broadly Christian' nature, we have an open visitor policy and will actively encourage members of a wide range of local religious communities to visit the school and lead assemblies. (See Assembly Policy)

We recognise the advantages bestowed on children in later life by experiencing a broad curriculum and we aim to further this by inviting people of diverse faiths to work with individual classes, where this is appropriate to the main curriculum.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility on our part.

Our religious education curriculum encompasses many different aspects of different faiths and we will endeavour to ensure that all children leave Torpoint Nursery and Infant School in Year 2 with a good understanding of some of the main world religions.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Sexual Orientation

The School is committed to combating discrimination faced by the lesbian, gay men, bisexual, Transgender community (LGBT). We want to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our



policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Families

Torpoint Nursery and Infant School is actively aware of the evolving nature of families in the 21st Century. We endeavour to offer parity of approach when dealing with all parents or guardians, and in particular would wish to be fully inclusive and embracing of fathers within the school environment. We are welcoming to gay and lesbian parents both within the curriculum (hence we avoid stereotyped, always heterosexual family models) and on induction into the school.

Our Child Protection Policy and procedures detail how we may deal with occasions in which violence, or other factors within a family, may make it inappropriate to engage with both parents in the same way.

Anti-bullying and Discriminatory Policy Framework

We have comprehensive Behaviour and Anti Bullying behaviour policies. Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.



General

We have a transparent and fair admissions policy which is run by the LA. Admissions to the school currently reflect the communities we serve. Wherever appropriate or available, all newly arrived pupils have immediate access to a school place and appropriate support.

The curriculum at Torpoint Nursery and Infant School will allow space for discussion and exploration of the seven legislated areas taking into consideration the age of our children. This will include discussion of different family types as having equal worth to wider society, immigration and inclusion of people from ethnic minority groups, different religious practices and beliefs and gender equality. This is discussed further in the PSHE policy.

Torpoint Nursery and Infant School aims to have a diverse and representative workforce. In our local area this means a predominantly white British staff. We recognise that a wider range of cultural backgrounds at a range of levels within Torpoint Nursery and Infant School would be beneficial. Our application process is fair and can be seen by any applicant. We ensure that all applicants to the school are treated appropriately and that reasonable steps are taken to ensure accessibility for all. The best person for the post will always be the one appointed. In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

We acknowledge, welcome and celebrate the contribution of staff, parents, governors and children who have come from black, Asian and minority ethnic groups; those who are lesbian, bisexual, gay or transgender; those who are disabled; those who have a religion or belief or have none; and men and women of all ages.

All staff at Torpoint Nursery and Infant School has equal access to opportunities for promotion and career development regardless of race, gender, sexual orientation, belief, age, disability or religion.

Monitoring and Evaluation

The Headteacher and Governing Body together hold responsibility for monitoring this document and ensuring its implementation. All members of staff will be given a copy of



this document. It is the responsibility of every individual member of staff to reflect the ethos and attitude of this document in their daily practice.

Roles and Responsibilities

The Governing Body will:

Ensure that the school complies with the relevant equality legislation and has an Equality and Diversity Policy and procedure in place.

The Head Teacher will:

Ensure that the Equality and Diversity Policy and Procedures are followed by all members of the school community.

Ensure that the Governing Body receives information about how well this is working throughout the school

Work with the attached Governor to report to the Full Governing Body

Ensure that all staff understand their responsibilities and receive training if necessary to carry out these responsibilities

Take appropriate action in cases of harassment and discrimination, including racist remarks

All Staff will:

Deal with racist bullying, homophobic bullying and bullying related to gender or disability or other hate incidents following the school policy and procedures

Ensure that they are confident to spot and tackle bias and stereotyping

Actively promote equal opportunities' and good race relations

Avoid discrimination against anyone in the school community

Ensure that they keep up to date with the law on discrimination

Take up training and learning opportunities as appropriate

Reflect the ethos of the school in all their actions

This policy was reviewed in September 2020.

This document acknowledges and aims to comply with the following legal Acts and Legislation:

Sex Discrimination Act 1975, as amended by the Equality Act 2006

Sex Discrimination (Gender Reassignment) Regulations 1999

Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000



Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005

DFES Equality Legislation; A Guide for Local Authorities and Schools, May 2007

Employment Equality (Sexual Orientation) Regulations 2003, as amended

Employment Equality (Religion or Belief) Regulations 2003, as amended

Equality Act 2010 (Religion, Belief and Sexual Orientation)

The Equality Act 2010 (Sexual Orientation) Regulations

Employment Equality (Age) Regulations 2006

We also acknowledge the LA 'Commitment to Equality, Diversity, and Inclusion' Scheme (2007). We aim to work within the policies set out in this document.

To be reviewed next: October 2021