Eccleston Mere Primary School

Inclusion and Equality policy

Approved by:	Headteacher / Governing Body	Reviewed on: September 2021
Next review due by:	September 2025	

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997
- This policy operates in conjunction with the following school policies:
- Grievance Policy
- Disciplinary Policy and Procedure
- Flexible Working Policy
- Teacher Appraisal Policy
- Support Staff Performance Management Policy
- Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not.

2. Introduction

Eccleston Mere Primary School is committed to equality and inclusion.

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

We are committed to an ethos and culture of inclusion in our school for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+).

Eccleston Mere Primary School is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation.

Eccleston Mere Primary School believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

3. Mission and Values

Our Mission

At Eccleston Mere, we-
• Cultivate a safe, happy and caring environment for all.
• Deliver memorable learning experiences that are meaningful and engaging.
• Develop independence, resilience and confidence within our pupils.
• Deliver a broad, balanced and carefully designed curriculum.
• Enable children to be creative, embrace challenge, and think differently.
• Prepare our pupils as citizens, by promoting our school values and through the effective delivery of social, moral, spiritual and cultural experiences.

Diversity Statement

Eccleston Mere Primary School recognises the wider value of education, beyond solely the achievement of qualifications, allowing individuals to develop an understanding and experience of the value and range of diverse cultures, identities and backgrounds. We recognise that Eccleston Mere Primary School is enriched by the diversity that each individual brings and are committed to creating a safe, welcoming environment for all, where each learner can flourish, knowing that differences are respected.

4. Equality and Inclusion – School Policies

Through this policy, and the wider practices within Eccleston Mere Primary School we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

Inclusion underpins all our school policies, including-

- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-Bullying Policy
- E-Safety Policy
- Behaviour Policy
- RSE Policy
- SEND Policy
- School Development Plan
- Uniform Policy
- Assembly Themes
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(This list is not exhaustive).

As part of our overall school policy development there are a number of policies that we must have in place and regularly review to ensure our school is addressing its statutory responsibilities. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to young people's safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

5. **Responsibilities**

The Eccleston Mere Governing Body have overall responsibility to:

'Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school' *'Every school a good school – the governors role'* (Department of Education NI, August 2019)
The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

The Headteacher is responsible for:
ensuring policies and procedures are in place to comply with equality legislation;
- ensuring the school implements policies and practices in line with the principles of equality and inclusion;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

The **School Senior Management Team** are responsible for:

- putting the school's equality and inclusion policies and codes into practice;
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action where necessary.

All School Staff (*teaching and non-teaching***) have a responsibility for the day to day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

Pupils/students are responsible for:
- respecting others in their language and actions;
- following all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

6. How do we promote Equality and Inclusion?

Eccleston Mere Primary School promotes equality and inclusion within our school through the following activities:

School /Centre Practices

- Development of a whole school approach
- Use of a range of resources and teaching approaches
- Use of appropriate terminology and language
- Tackling of stereotypes
- Challenge of homophobic, transphobic or any other type of bullying
- Increase in the visibility/ role modelling of minority groups
- Setting of clear expectations about acceptable behaviour
- Nomination of a diversity and inclusion champion
- Equality and Inclusion as a regular topic at Board of Governor meetings
- Regular Diversity Training for **all** staff
- Discussing uniform preferences with pupils / students

Facilities/ Services

- Promotion of / use of interpreting services
- Use of translated documents where available
- Have allocated accessible parking
- Provide accessible toilets/changing facilities
- Have an accessible main entrance and building
- Have signage, displays and resources reflecting all languages and cultures throughout the school
- Consider flexible payment schemes when planning trips and extra-curricular activities

- To help young people to access advice from support organisations including notice boards with clear and accessible information and contacts

Curriculum

- Examine where and when themes around equality and inclusion might be embedded into topics within each curriculum area
- Hold equality and inclusion themed events on a regular basis and following up on these
- Participate in Shared Education and other programmes such as Schools of Sanctuary
- Ensure that staff with specific areas of responsibility consider the implications of Equality and Inclusion with their teams.

7. Monitoring the Success of the Equality and Inclusion Policy

- The policy will be monitored via a range of methods:

  Number of bullying incidents by equality characteristic to be monitored and appropriate action taken as necessary;
- Embedding of equality and inclusion across curriculum areas to be monitored
- Number of comments and complaints in relation to equality and inclusion to be monitored;
- a Record of training / information presented to staff/ pupils to be kept
- Positive stories on equality and inclusion to be highlighted
- Feedback from pupils, staff, parents and the wider community to be sought regularly

8. Complaint's Procedures

The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied. Access to the Complaints procedure can be found on the schools website.

9. Review cycle of policy

The Equality and Inclusion Policy will be reviewed by all stakeholders, through pupil voice, staff voice and governor discussion, and, if required, updated every *three* years in line with our school policy review cycle.