



Equality, Diversity and Inclusion Policy

Mission Statement

Kensington Primary School will provide a safe, secure and welcoming environment in which British Values

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) and respect for cultural diversity, celebration of achievement and commitment to shared values foster the growth of confidence and self esteem in every child and their families.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need and an understanding of individual liberty. The quality of care provided throughout the school day will promote independence and self esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources support the school's stance on issues of equal opportunity in terms of race, gender and special educational need and ensuring tolerance and respect of different faiths, which contribute to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self discipline, understanding of the rule of law, democracy and the awareness that each person is responsible for their own actions.

Aims:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity);
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;

- have high expectations of behaviour which demonstrates respect for others:
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

Purpose of policy:

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), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age, marriage and civil partnership are also 'protected characteristics', but are not part of the school provisions related to pupil, 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

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010

Two 'specific duties'

This required all public organisations, including schools to have:

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

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 also provides guidance to staff and outside visitors about our approach to promoting equality.

What Equality and diversity means to Kensington Community Primary School:

Equality

At Kensington Community Primary School we believe that equality stands for the equality of opportunity for all. In order to make this vision a reality we are committed to ensuring that individuals or groups of individuals are not treated less favourably, on the basis of their specific protected characteristic. This may mean, at times, we need to treat people differently and make reasonable adjustments, so that all members of the school community can reach their full potential. It is the responsibility of the whole school community to continuously review its practice to ensure 'fairness' of treatment and equality of opportunity for all.

Diversity

At Kensington Community Primary School we believe diversity is about, valuing, studying and celebrating our differences and uniqueness. When we are at our most inclusive, all members of the school community will be tolerant and respectful of each other's differences as well as acknowledging what makes us the same; the promotion of '**British Values**' will underpin and guide most of our work on tolerance and respect.

Role and responsibilities

Governing body

Governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented and regularly reviewed.

Head Teacher

The Head Teacher is responsible for implementing the policy, its strategies and procedures. They are also responsible for ensuring that all staff receive appropriate and relevant continuous professional development as well as being aware of their responsibilities. The Head Teacher will also actively challenge and take appropriate action in any cases of discriminatory practice. They will also deal with any reported incidents of bullying in line with school policy.

Staff

It is the responsibility of all staff to be vigilant in all areas of the school for any type of harassment and bullying. Staff will deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences. Staff will identify and challenge bias and stereotyping within the curriculum and in the school's culture. Staff will promote equality and good relations and not discriminate on the grounds of any protected characteristics. Staff will promote an inclusive curriculum and whole school ethos which reflects our diverse society and will keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence

of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)

- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

Equality and diversity objectives:

Objective:	Success criteria:	Progress towards meeting the objective:
<p>To introduce a rolling programme of focused days/weeks promoting equality and tackling negative language associated with gender, race, sexual orientation and disability</p>	<p>Enhancement and enrichments weeks/days planned and delivered</p> <p>Children exposed to different cultures, faiths, religions and disabilities through first hand experiences</p> <p>SMSC curriculum has allowed children to discuss issues surrounding protected groups</p> <p>A recorded reduction in the use of negative language in regards to those protected groups</p>	<p>Anti-bullying week (13/11/17)</p> <p>Fostering good relationships between different groups (introduction of F.A.S and Buddying system)</p> <p>Philosophy lessons based on challenging stereotypes and intolerance</p> <p>Assemblies target children's thinking of protected groups and highlights differences and equality</p>
<p>To model and ensure gender equality through the participation and access of all areas of school life.</p>	<p>Gender balance in pupil voice (school council, reading ambassadors, and maths ambassadors etc.)</p> <p>Gender balance in terms of participation in after</p>	<p>School council has a gender balance so do ambassadors for the core subjects (autumn 1)</p> <p>Track attendance of different clubs. Target</p>

	<p>school clubs/ enrichment activities</p> <p>To close the gap between boys' and girls' attainment</p>	<p>different groups of children to encourage them to take part in after school clubs</p> <p>Pupil progress meetings will focus on the gender gap and discussion will take place regarding the gender focussed activities planned</p>
<p>To ensure that our most disadvantaged pupils perform at least as well as their non-disadvantaged peers nationally and that they benefit from the links, support and the curriculum enhancement that the school offers.</p>	<p>Teachers are aware of their disadvantaged pupils</p> <p>PP spending is targeted and reviewed to overcome potential barriers to learning</p> <p>The gap between PP and non pp children in school is diminishing</p> <p>Data analysis shows equality of attainment/progress for all</p>	<p>Teachers track the disadvantaged children within class.</p> <p>PP spending is reviewed and targeted every academic year and pp statement is published on website. Pupil premium provision map published on the school website.</p> <p>Target groups have been identified and interventions put in place for them.</p> <p>Teachers' tracking shows accelerated progress for disadvantaged progress</p>