

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Equality and Diversity Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: July 19

Review Date: July 2022

Signed: Chair of Governors: Mrs R Davies

Date: 17/07/2019



Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Whinmoor St Paul's School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

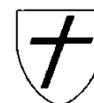
Whinmoor St Paul's School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, socio-economic background or living situation.

In this, we include all members of the extended school community – pupils, staff, Governors, parents, carers, religious leaders and others from our local community. All visitors to the school are also expected to adhere to this policy.

1. Legal Guidance

In the spirit of the Equality Act 2010 (Race, Gender, and Disability Equality), this policy has been devised to enable Whinmoor St Paul's School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct



- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities

- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through all aspects of school life including the PSHE Curriculum and specific whole school focus weeks
- Making inclusion a thread that runs through all of the activities of Whinmoor St Paul's School

2. Our Aim

Equality and diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that we meet the varied and individual needs of children in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children for living within a diverse society with increasing global connections and controversial issues.

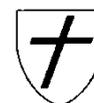
We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet those needs by working in close partnership with relevant agencies.

3. Guiding Principles

Relevant Differences are recognised

Treating people equally can mean treating them differently. Our policies, practices and curriculum do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised



- Gender – so that the different needs and experiences of girls and boys, and men and women, are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes, relationships and a shared sense of belonging

Our policies and curriculum promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment

We will not tolerate discriminatory behaviour and the use of prejudiced language

- We discourage discriminatory behaviour by pupils, staff, parents, carers or visitors to school and will take appropriate action.
- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner.
- Guidance in responding to homophobic, biphobic, transphobic and other prejudiced language and challenging gender stereotyping has been disseminated to all staff. (See Appendix 1 – Responding to homophobic, biphobic, transphobic and other prejudice language)

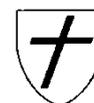
4. Admissions

Whinmoor St Paul's welcomes applications from the whole community. We base our admissions policy on a fair system (see Admission Policy for full details).

We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual, orientation, gender assignment, age, socio economic background, living situation, being a member of a travelling community or an asylum seeker.

5. Staff recruitment, retention and development

Steps are taken to positively promote equality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:



- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for their legal rights.

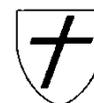
6. School Curriculum

The curriculum offered at Whinmoor St Paul's School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and Leeds PSHE Primary Scheme of Work
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils.
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN, etc, and also the importance of scrutinising assessment materials for cultural bias



7. Valuing diversity in families

We welcome the diversity of all family lifestyles, and work with all families encouraging them to take part in the life of Whinmoor St Paul and to contribute fully.

We promote respect and support families by:

- Raising pupil's awareness of, and celebrating the diversity of family units through the PSHE Curriculum
- Offering a flexible payment system for families of differing means, such as, reduced cost of school trips for 'Premium Pupils'
- Supporting families who speak language in addition to English to ensure their full inclusion

8. School Events

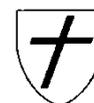
- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

9. Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau – this ensures a fair selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community

10. Staff Training

- All staff at Whinmoor St Paul's School will have their professional development needs met in relation to equality and diversity. New and temporary staff will be made aware of this Equality and Diversity Policy and other practises in relation to this



- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We review our practices annually to ensure that we are fully implementing our Equality and Diversity Policy

11. Roles and Responsibilities

All who are associated with Whinmoor St Paul's School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors in partnership with the Headteacher are responsible for:

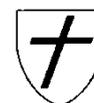
- Provide leadership and drive for the development and regular reviews of the school's Equality and Diversity Policy
- Highlight good practice and promote it throughout the school and wider community
- Congratulate examples of good practice from the school
- Provide appropriate role models for staff, pupils, parents and all other stakeholders
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Making sure this policy and its procedures are followed
- Making sure the school complies with all current equality legislation and guidelines

Our Headteacher is responsible for:

- Dealing with and monitoring reports of harassment and discrimination, including, racist and homophobic incidents
- Recording racial incidents and reporting them to Local Authority following established procedures and guidelines
- Monitor sexist or homophobic incidents recorded in the PSHE Prejudice-based Incident Recording and Reporting Folder.
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that staff are trained as necessary to carry out the policies
- Monitoring the progress and attainment of vulnerable groups of pupils
- Monitoring exclusions

The PSHE Co-Ordinator in partnership with the Headteacher is responsible for:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policy
- Ensure the effective communication of the policy to all pupils, staff and stakeholders



- Oversee the effective implementation of this policy
- Monitor sexist or homophobic incidents recorded in the 'PSHE Prejudice-based Incident Recording and Reporting Folder' and action taken by staff, and where necessary, support staff to plan and deliver lessons aimed at helping pupils understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice

Staff are responsible for:

- Proactively following this policy and associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Following a racist, sexist or homophobic incident, recording details about the incidence including, the context, language used, pupils and adults involved and action taken in the appropriate 'PSHE Prejudice-based Incident Recording and Reporting Folder' (allocated in Mrs Brew's Office).
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking learning opportunities offered to them

Our Pupils are responsible for:

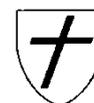
- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

Parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

Visitors to our school are responsible for:

- Following our policy



12. Policy development, location and dissemination and relationship to other policies

This policy was drafted by PSHE leader Mrs Sue Barley. Governors were consulted through governors meetings. Teaching and non-teaching staff were consulted through PSHE focus staff meetings and pupils were consulted through year six meetings with the PSHE leader. Parents / carers were invited to express their views about the policy during discussions with Mrs Sheila Storey and Mrs Sue Barley, prior to and following Friday Sharing Assembly 20th May 2016.

This policy has been approved and adopted by the head teacher and governing body. It is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

This policy links to:

- Child Protection/Safeguarding Children (including FGM)
- Drug Education
- Confidentiality
- SEN/Inclusion
- Behaviour/Anti-bullying
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- E-safety/IT
- Attendance (in particular in relation to FGM)

13. Monitoring and Evaluation

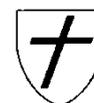
As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and addresses any issues of differential progress and achievement
- The exclusion and other aspects of behaviour management system
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society



- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious and ethnic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. We acknowledge, changes to legislation might require a review of the policy before the three years stipulated.



Appendix 1 – Responding to homophobic, transphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stone Wall's The School Report (2012), ninety six percent of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

'The misuse of the word 'gay' meant that it was only when I was sixteen I knew what the word really meant. I think it's important that teachers challenge the use of the word 'gay' as a negative term. They should encourage kids to use other words as an alternative, such as 'rubbish'. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian, gay, or questioning their sexuality.' Joe, Allsorts.

Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents.
- Challenge all incidents, behaviour and language and be seen to be doing this.
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control.
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language/behaviour was unacceptable.
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you.
- Be mindful of what happens next with friendships and other spin-offs.
- Show that you are delaying judgement (in some cases) by asking questions.
- Allow them space to reflect on what they have just said or done.
- Give them a chance to back-track: self-justify, own or modify their behaviour.
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and be able to move on.
- Build a sense of empathy, co-operation and shared rules "we all agreed..." "how would you feel if..." Linking back to ground rules at all times.
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy.
- Show upset and hurt if appropriate.



- Search for personal, individual concerns which may lie behind their words or reflect.
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group.
- If required by school policy/the law record the incident for monitoring purposes and report to relevant school personnel.

Guide to challenging homo/bi/transphobic/sexist language and gender stereotyping: a range of responses.

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

A Institutional Response

In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.

In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.

The ground rules we agreed at the beginning of the session said we would show respect to each other.

Some people would find that word insulting so it's not ok to use it at our school.

The anti-bullying policy says that we are all responsible for making this a safe place for everyone.

That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.

It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.

At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.

B Question

What do you think that word means?

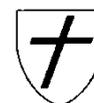
What makes you think that?

Do you realise that what you said is homo/bi/transphobic?

Can you explain what you mean by calling that 'gay'?

That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?

How would you feel if someone spoke about you in that way?



Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

C Confront

Language like that that is not acceptable.

You might not think that remark is offensive, but many would.

What you are saying presents a very stereotypical view of what men and women are like.

When you do that, it means that people who don't fit into your way of seeing things, can feel left out or ashamed.

D Personal Response

I'm not happy with what you said.

Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.

What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

Taken from :

'Bullying and prejudice-based incident recording and reporting guidance for Brighton and Hove Schools', Brighton and Hove Council, 2014.

Developed by:

Brighton and Hove City Council and Allsorts Youth Project.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010

