

Dunclug Primary School

Policy
For
Inclusion, Equality and
Diversity

Inclusion, Equality and Diversity Policy

This policy will reinforce all other policies within our School. This policy should be read in conjunction with our Special Educational Needs & Inclusion and Anti-bullying policies.

Background Information

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (Race, Disability, Sex, Religion or belief, Sexual orientation and Gender reassignment).

Objectives:

- To face equality issues openly, positively and effectively
- To promote attitudes and values that will ensure there is no discriminatory behaviour, prejudice or harassment
- To promote the principles of fairness and justice for all
- To build a harmonious society where community unity is underpinned by mutual respect, tolerance and good relationships
- To enable all to succeed and to overcome the barriers that get in the way
- To encourage all to see themselves and others as equal citizens
- To encourage self-confidence and self-esteem
- To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion
- To ensure appropriate training opportunities
- To ensure that within the school budget appropriate funding is provided to support this policy

Legal Definitions

Unlawful discrimination is defined in the Act as:

- Direct discrimination – treating a person less favourably on prohibited grounds (gender, gender identity, race, disability, religion or belief, age, socio-economic status).
- Indirect discrimination – when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular group (i.e. due to race, religion or belief, age, gender, marital status, gender identity), and there is no objective justification for the rule.
- Discrimination arising from disability – This occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair, balanced and reasonable way. If this can be shown, then the treatment will be lawful. This may be discrimination arising from disability unless it can be justified. This form of discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.
- Failure to make reasonable adjustments (for disabled people).
- Discrimination by association or perception – the 2010 Act extends the scope of the legislation to protect people who ‘associate’ with others with the protected characteristics, for instance people who are related to or who care for someone who is disabled.

Harassment is defined in the Act as:

Any unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of sex, race, disability, religion, belief or age.

Victimisation is defined in the Act as:

Treating people less favourably because they have made a complaint or intend to make a complaint about discrimination or harassment, or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment.

Disability

This section should be read in conjunction with the School's Special Educational Needs Policy.

Definition of Disability:

The 2010 Act abandons the previous list of capacities and defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Act allows disabled pupils to be treated more favourably than non-disabled pupils and in some cases requires this to be done, by making reasonable adjustments to put pupils on a level footing with those without a disability

Vision and Principles:

At Dunclug Primary we are committed to ensuring equality of education and opportunity for all children, staff and parent/ carers receiving services from the school, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an additional language
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted and talented
- Socio-economic background
- Being in public care
- Attendance concerns
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

We aim to develop a culture of inclusion and diversity in which all those connected to the School feel proud of their identity and able to participate fully in school life. The achievement of all children will be monitored and we will use this data to support children, raise standards and ensure inclusive teaching and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Dunclug Primary we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In our school, the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for teaching, learning and pastoral support. At Dunclug Primary, we do not take educational inclusion and equality for granted. We constantly identify those children who may be missing out, difficult to engage, or feeling in some way to be apart from what we seek to provide. This practice also allows us to promote tolerance and understanding in a diverse society. This approach can only add to the school's overall aim of raising standards.

Roles and Responsibilities

Promoting equality and raising the achievement of all children is the responsibility of the whole school. This policy outlines the roles and responsibilities of everyone.

The Role of Governors:

- The Board of Governors has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to children, and responsive to their needs based on race, gender and disability.
- The Governors seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The Governors take all reasonable steps to ensure that the School's environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents/carers and children.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governors ensures that no child is discriminated against whilst in our school on account of their race, religion or disability.

The role of the Principal:

- It is the principal's role to implement the School's Inclusion, Equality and Diversity Policy and is supported by the Governors in doing so.
- It is the principal's role to ensure that all staff are aware of the Inclusion, Equality and Diversity Policy, and that staff apply these guidelines fairly in all situations.
- The principal ensures that all recruitment selection panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: Teaching and Non-Teaching:

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Inclusion, Equality Diversity Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Senior Leadership Team.

The role of children:

Children will contribute to the development of the Inclusion, Equality and Diversity Policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents. PDMU lessons will help support this.

The role of parents/carers:

Parents/carers will be consulted on the development of the Inclusion, Equality and Diversity Policy.

Strategies to implement our Vision:

- Teaching and learning.
- Ensuring all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles.
- Use relative data to improve the ways in which we provide support to individuals and groups of children.
- Monitor achievement data by gender, special educational needs, disability, free school meals etc. and action any gaps.
- Take account of the achievement of all children when planning for future learning and setting challenging targets.
- Ensure all children take a full and active role in school life, including the full range of extra-curricular activities in order to prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school's population and local community in terms of race, gender, religion and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- Seek to involve all parent/carers in supporting their child's education.
- Have high expectations of all the school community and help them fulfil their aspirations.
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Recognise and value bilingualism.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Disapplication and Modification:

The school can, where necessary, modify or dis-apply the NI Curriculum and its Assessment arrangements. Our school policy is to do this only in exceptional circumstances, and in consultation with the pupils, parent/carer and Education Authority. The school makes every effort to meet the learning needs of all its children without option to disapplication or modification.

Training:

The school supports inclusive practice by ensuring equality is an on-going focus for staff and governor training.

Funding:

- The School will allocate funding from the school budget together with additional funding to employ additional adults to support inclusion and equality.
- The school will deploy funding to support a range of after school clubs. Including Sports Clubs, Kids Club schemes and day/ residential visits.

Admissions and Exclusions:

- Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, religion, disability or socio-economic factors.
- Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal opportunities for staff:

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We are committed to the implementation of equal opportunities principles.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Roles and Responsibilities, or re-evaluating staff structures, to ensure decisions are free of discrimination.

Tackling Discrimination:

- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a child's individual circumstances.
- Incidents of discrimination, harassment or bullying will be dealt with by the member of staff present, escalating to a class teacher or member of Senior Leadership Team as required.
- All racist incidents will be reported to the DT/Principal.

Types of Incidents:

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender
- Use of derogatory names, insults and jokes.
- Racist or discriminatory graffiti.
- Provocative behaviour such as wearing racist, or discriminatory badges or clothing.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Motivation of others to discriminate or bully due to victim's race, disability, religion or gender.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or religion.

Responding to and Reporting Discriminatory Incidents

Monitoring:

The school's pupil assessment system will be used to track the progress and attainment of children and groups of children to obtain information on whether our equality policy and practice is effective. It is the responsibility of the Governors to monitor the effectiveness of this policy.

The Governors can do this by:

- Monitoring the progress of children of minority groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process, so that no-one applying for a post at Dunclug Primary is discriminated against.
- Monitoring the school behaviour and SEN policy, so those not unfairly treated.
- Taking into serious consideration any complaints regarding equal opportunity issues from parent/carers, staff or children.

Monitoring and Evaluation

Staff and Governors, on an annual basis, will review this policy unless circumstances demand an earlier review.

Implemented: November 2020

Review Date: November 2021