



**Coppice Junior School**

# **Equality and Diversity Policy**

**Policy ratified and adopted by Full Governing Body:** ..... October 2022

**Review frequency:** ..... Annual

**Policy due for renewal:** ..... October 2023

\_\_\_\_\_  
Headteacher                      Mark Knowles

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair                                      Jo Bromige

\_\_\_\_\_  
Date

## Aims

The aim of this policy is to demonstrate our commitment to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life. This policy also sets out Coppice's legal duties set out in the Equality Act 2010.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

## Legal Requirements

### What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Protected characteristics

The Act uses the term "protected characteristics" to refer to aspects of a person's identity.

Treating a person less favourably because they have one or more of these characteristics would be unlawful.

### The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

## Values

Coppice is a welcoming School where everyone is valued highly and where co-operation and mutual respect for others are fostered. We are committed to the development of the whole child within a secure, supportive and creative environment. A broad balanced and appropriate curriculum provides equal opportunity for all pupils.

## **Strategies employed to raise awareness**

We teach topics that raise awareness and understanding of others especially in RE and PSHE but not restricted to these subjects.

Providing positive images and role models in resources and displays- use of videos etc.

Provide opportunities for pupils to learn about cultural diversity e.g. units of work for history, geography, R.E. art and music.

Where possible involving people from diverse and varied backgrounds in school.

Using P.S.H.E., Peacemakers circles and assemblies to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's points of view and opinion.

Use of the sticky questions to teach pupils to voice and discuss moral questions.

Use of language that portrays negative images should not be used.

Valuing each pupil's cultural and linguistic background and having high expectations of all children.

Appointment of learning mentor to support vulnerable children, and to intervene if acts of discrimination are reported / witnessed.

All pupils receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years. Sometimes this may not be explicit. For example, a lesson on relationships may contain gender neutral names to sensitively show the healthy/non-healthy characteristics of a relationship regardless of their sexuality.

Staff vigilance and regular training.

Each year a group of year 6 children are trained as play leaders to help foster positive relationships with younger pupils.

Efforts are made to ensure pupils are exposed to literature from a range of cultures and backgrounds.

## **Responsibilities**

### **Governing body**

Ensure that school complies with the equality-related legislation.

Ensure the policy are implemented by the Head teacher.

Ensure British Values are upheld by all.

## Head teacher

To implement the procedures outlined in this policy

Ensure staff are sufficiently trained.

Challenge and take appropriate action if any discriminatory practise within school, be it by staff, pupils, parents or visitors is reported.

To have procedures in place to deal with any incidents of discrimination.

## All Staff

Be positive role models demonstration inclusive behaviour.

Actively challenge any forms of discrimination, victimization, harassment or bullying.

Promote an inclusive curriculum, identify and challenge bias and stereotyping.

## Pupils, Parents and visitors to school

Be aware of and comply with the school equality and diversity policy.

Report any incidents or any behaviour that discriminates on a protected characteristic.

To refrain from engaging in discriminatory behaviour of any kind on school premises.

## Supporting policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Confidentiality Policy
- Safer Recruitment Policy
- Whistle blowing Policy
- Safeguarding and Child Protection Policy

## Further information

As public bodies, local-authority-maintained schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means you must publish:

- Details of how your school complies with the [public sector equality duty](#) - you must update this every year
- your school's equality objectives - you must update this at least once every 4 years

[The Equality Act 2010 and Advice for Schools](#) provides information as to how your school can demonstrate compliance, for example, including details of how your school is:

- eliminating discrimination (see the Equality Act 2010)
- advancing equality of opportunity – between people who share a protected characteristic and people who do not share it
- consulting and involving those affected by inequality, in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)

Our schools public sector duty statement and objectives can be seen on the school website.