

Bishopton Primary School



Equality and Diversity Policy

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Ratified:	February 2021
Reviewed:	
Reviewed:	
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BISHOPTON PRIMARY SCHOOL

Equality and Diversity Policy



RATIONALE:

The Governors and Staff at Bishopton Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

AIMS AND EXPECTATIONS:

At Bishopton Primary School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide in our school.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

EQUALITY AND THE LAW:

The Equality Act (2010) has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to be aware of.

The Equality Act (2010) provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application process. Schools are advised to review their existing practices to ensure that they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.

The Single Equality Act reflects the Government's commitment 'to narrowing gaps, and to tackling the barriers to equal opportunities and social mobility which hold individuals back, and bring heavy social and economic costs. Equality is central to building a strong economy and fairer society. It underpins the Government's guiding principles of freedom, fairness and responsibility.'

The Government believes that they need to reform education to tackle educational inequality, which has widened in recent years. They believe 'that too many children are held back by disadvantage and discrimination. We want to build a fair society where social mobility is unlocked; where everyone, regardless of background, has the chance to succeed. We welcome the fact that the Equality Act gives us all an opportunity to do this in a more streamlined and effective way.'

ANTI-RACISM:

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any form of racism or racist behaviour. Should a racist occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient traditions and cultures in the topic work undertaken about Ancient Egyptians. In the Religious Education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

Should anyone in our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Every pupil, regardless of race, is expected and encouraged to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority pupils to pinpoint and tackle underperformance.

GENDER EQUALITY:

We are committed to ensuring equal treatment of all our employed, pupils and visitors, regardless of gender. Neither males nor females, will be treated less favourably in any procedures, practices and aspects of school life.

At Bishopton Primary School, we will not tolerate harassment of people based on their gender or transgender status.

We will endeavour to use and display images which show positive images relating to gender.

Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding between both genders. This will often be explicit in PSHCE lessons and implicit across the curriculum.

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

DISABILITY EQUALITY:

We are committed to ensuring equal treatment of all staff, pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life.

The Disability Equality in education (DEE) recommends that all pupils with SEND and those with long term medical needs be treated as disabled for the purposes of the act and for equality. This is in addition to all pupils with long-term impairments which have a significant impact on their day-to-day activities.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Our school will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons' disabilities.

Social relationships between able and disabled pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in PSHCE lessons and implicit across the curriculum.

Every pupil, regardless of ability or disability is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability or disability to pinpoint and tackle underperformance.

Bishopton Primary School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

THE RESPONSIBILITIES OF THE GOVERNORS:

School Responsibilities:

- The Governing Body is responsible for ensuring that its employees act in a lawful manner; making appropriate use of school technologies for approved purposes only.
- The Governing Body is responsible for adopting relevant policies and the Headteacher for ensuring that staff are aware of their contents.
- The Headteacher is responsible for maintaining an inventory of ICT equipment and a list of school laptops and to whom they have been issued.
- If the Headteacher has reason to believe that any ICT equipment has been misused, he will consult the Local Safeguarding Officer for advice without delay. Local Authority HR Officers will agree with the Headteacher and Local Safeguarding Board for an appropriate strategy for the investigation of the allegations. Incidents will be investigated in a timely manner in accordance with agreed procedures.
- The Headteacher will make it clear that internal school staff should not carry out any investigations unless they are both qualified and authorised to do so.

User Responsibilities:

Staff found to be in breach of this policy may be disciplined in accordance with Local Authority disciplinary procedures. In certain circumstances, breach of this policy may be considered gross misconduct resulting in termination of employment. Users must report all suspected breaches of this policy to the Headteacher. By logging onto ICT systems, users agree to abide by this Acceptable Use policy and other policies that relate to the use of ICT.

Safeguarding:

- Photographs are a valuable tool for recording and assessing children's activities and achievements at Bishopton Primary School.
- The admission process requires parents/carers to sign a 'Permission Letter' which gives consent for photographs to be taken of their child whilst a pupil at Bishopton Primary School.
- Mobile phones should not be used in a space where children are present (e.g. classroom, playground).
- Staff are not at any time permitted to use recording equipment on their personal mobile phones, iPads or other such electronic devices, for example: to take photographs or videos of children.
- Photographs will only be taken with school owned digital cameras or iPads, **never with camera phones / mobile phones**. Any deviation from this, for example to take a whole school photograph requiring a more advanced camera than is usually funded by school must be cleared with the Headteacher prior to its use.
- Photographs may be printed and included in a child's Learning Journal folder, or displayed within the school or school displays or when advertising the school. Parents / carers may see their child's Learning Journal at any time. All computers will be password protected and any photographs not required will be deleted.

Children and Mobiles:

The following rules apply for the use of personal mobile phones:

- Parents will be contacted if any child is found with a mobile phone during school time.
- If a child brings a mobile phone into school, it must be given to the office staff to store for safe keeping, and to be returned at the end of the school day.

Staff and Mobiles:

- The school accepts that employees will bring their phones to work.
- Staff mobiles must be kept switched off or on silent at all times and not handled or answered during lessons or meetings, except with the permission of the Headteacher. Staff should not leave the classroom during lessons to use their mobile phones. Mobile phones may only be used during non-contact time in a private room in which no children are present. Any member of staff found using a mobile phone without permission may be subject to disciplinary action by the Governing Body.
- In the event that an employee has a particular reason for a specified period of time, they may request, via the Headteacher that they leave their phone on during working hours.
- Staff mobiles should be kept in a drawer or bag and not left on display.
- Photographs will only be taken of children during normal school activities. Cameras will never be taken into the toilets / changing areas. A child will never be photographed when they are changing clothes for an activity e.g. PE in school time.
- Only members of Bishopton Primary School staff who have an Enhanced DBS disclosure are permitted to take photographs within the school. Parents, volunteers and other visitors are not permitted to take photographs during sessions. If parents / carers do not wish their child to be included in 'press' photographs for example, it is their responsibility to inform the Headteacher.
- Staff are advised not to give their home telephone number or their mobile phone number to pupils. Mobile phone communication should be used sparingly and only when deemed necessary.
- Photographs and videos of pupils should not be taken with mobile phones.
- Staff are advised not to make use of pupils' mobile phone numbers either to make or receive phone calls or to send to or receive from pupils' text messages.
- Staff should only communicate electronically with pupils from school accounts on approved school business, e.g. homework on VLE.
- Staff should not enter into instant messaging communications with pupils.

Signed:**Date:**