

# Regis Manor Primary School



## Equality & Diversity Policy

October 2020

Policy developed by: Mr M Perry (Head of School)

Approved and adopted by Governors:

Chair of Achievement Committee:

Proposed date of review:

# Statement of Intent

Regis Manor Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure environment. We hope that they will leave us with confidence, positive memories and a value of their time here. Our School Community and everybody who enters our school is to behave in a way which respects the protected characteristics of the Equality Act 2010.

We recognise the four prohibited behaviours under the Equality Act 2010 - to protect people from direct discrimination, indirect discrimination, harassment and victimisation. The school actively works to ensure this is the case.



Our aims are:

- To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged.
- To develop their potential as unique individuals.
- To provide education and systems in line with national legislation and local authority guidelines
- To provide a curriculum embedded with wide opportunities which represents the richness of global cultures
- To provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential.
- To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

## Our Beliefs

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 are committed to ensuring equal treatment of all our staff, pupils, parents and visitors.

Our school will actively seek to:

- Eliminate unlawful discrimination
- Advance equality of opportunity between all groups of people
- Foster good relationships between all groups of people

Social relationships between pupils will be developed and encouraged so that there is a mutual respect and understanding between everyone. This will often be explicit in PSHE lessons and implicit across the curriculum.

Our curriculum reflects the attitudes, values and respect that we have for the protected characteristics.

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

## **The Legal Framework**

The Equality and Diversity Policy of Regis Manor Primary School has been developed in line with the following legal frameworks:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs (Information) Regulations 1999
- Education and Inspections Act 2006
- Equality Act 2010
- Specific Duties Regulations 2011

## **Roles and responsibilities**

The Board of Governors will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Board of Governors.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this Policy.

The Headteacher will:

- Implement this Policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.
- Ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this Policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE and KCC guidance.

Employees will:

- Be mindful of any incidence of harassment or bullying in the school.
- Address and challenge any incidents of prejudice or racism.
- We record any incidents to the attention of the Head of School
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass, victimise or discriminate in any way.
- Monitor pupil progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Regis Manor pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidents of bullying or harassment, whether to themselves or to others, to their class teacher or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

## **Tackling Discrimination, Harrasment and Victimisation**

Bullying and harassment on account of any of the protected characteristics is unacceptable and are not tolerated within the school environment and this is a strong message that is shared throughout the school community. All parents of new pupils receive a summary of the schools behaviour expectations, this policy and the anti-bullying policy as part of the induction process.

All staff are expected to deal appropriately 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 the pupil's individual circumstances.

### **How does the school challenge and respond to prejudice-related incidents?**

When we are responding to prejudice-related incidents we are seeking to create attitudinal and behavioural change through a restorative approach with the goal of preventing future incidents from occurring.

#### **-Challenge the discriminatory behaviour, rather than the person**

Labelling someone as, for example, a racist (or any other discriminatory label) has the potential to inflame the situation and is not an effective approach. It is important to focus on the behaviour that has been displayed and that all involved know that it is this behaviour that is unacceptable and needs to change.

#### **-Explain why the behaviour is unacceptable**

If the perpetrator is just told the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

#### **-Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour**

Perpetrators of prejudiced-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up misinformation from the media, or from family and peers. Just dismissing these concerns or giving intellectual arguments as to why they are wrong has the potential to create bitterness, a feeling that

they have not been listened to and to reinforce their prejudice and fear.

**-Use reasoning and enquiry based questions to get the perpetrator to question their attitude/behaviour**

Examples of reasoning questions: What are your reasons for saying that? Do you have any evidence? Why do you think that is the case? How do you know?

Examples of enquiry questions: Can you give an example? If you say that, does it follow that...? Is that always that case or only sometimes?

**-Speak with witnesses as well as the perpetrator**

It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe they are being treated unfairly.

**-Put educational programmes in place to deal with the underlying issues**

Education rather than punishment is the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in school.

Prejudiced related incidents and other incidents of discrimination, harassment, victimisation or bullying are dealt with by the member of staff present, escalating to a member of SLT, Head of School or Executive Headteacher where necessary. All incidents are reported to the Head of School/Executive Headteacher (see appendix 1) and incidents of bullying and discrimination are reported to the Governing Body on a termly basis. All incidents are discussed with the Governor who takes a lead on safeguarding. Incidents are monitored to ensure they are dealt with sensitively, supportively and effectively.

## **Monitoring and evaluation**

All prejudice-related incidents are reported to the Head of School (see appendix 1). This is to ensure that patterns are identified, to identify training needs, to monitor the success of strategies, to ensure accountability and to provide a safe environment for all staff and children.

Incidents are reported at termly governors meetings where a summary of all prejudice-related incidents is presented along with steps taken. Governors take an active part in challenging the school's approach and the effectiveness of strategies used.

This Policy will be monitored and evaluated on an annual basis by the Head of School and the Board of Governors in the following ways:

- Incident records and tracking related to prejudice related incidents and bullying.
- Reviews of systems and procedures and their effectiveness take place on a regular basis and at least annually.

**Appendix 1 - Prejudiced Related Incident Reporting Form (based on the KCC reporting format) - The form reads left to right**

**Prejudiced Related Incident Reporting Form** ✕ ⋮

Form description

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**Date of Incident** \*

Day, month, year 📅

**Reported by (Your Name)** \*

Short-answer text

After section 1 Continue to next section ▾

**Victim's Details** ✕ ⋮

Description (optional)

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**Full name** \*

Short-answer text

**Gender** \*

Male

Female

Other...

**Victim's Status** \*

Pupil in School

Member of Staff

Pupil from Another School

Other...

**If a pupil in our school - what class are they in?**

Short-answer text

**Involved in Previous Incidents** \*

Yes

No

Unknown

**Perpetrator's Details** ✕ ⋮

Description (optional)

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**Full name** \*

Short-answer text

**Gender** \*

Male

Female

Other...

**Perpetrator's Status** \*

Pupil in School

Member of Staff

Pupil from Another School

Other...

**If a pupil in our school - what class are they in?**

Short-answer text

**Involved in Previous Incidents**

Yes

No

Unknown

**Type of Incident** ✕ ⋮

Description (optional)

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**Location** \*

Short-answer text

Please describe what happened \*

Long-answer text

Were physical injuries sustained? If yes, specify the extent and to whom \*

Long-answer text

Names of other people involved, including bystanders \*

Long-answer text

What type of incident(s) occurred \*

- Name Calling
- Verbal Abuse
- Physical Abuse
- Refusal to co-operate due to cultural or religious reasons
- Graffiti
- Threatened Assault
- Attacks on Property
- Abuse by Electronic Means (i.e. text or instant messaging)
- Socially Isolated
- Other...

Level of severity of the incident. Please indicate on the scale \*

- 1. No offence was intended or taken
- 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated
- 3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that the behaviour...
- 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and pr...

