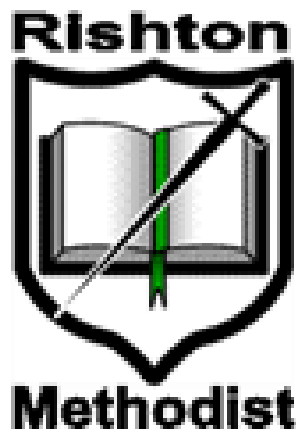


# **Rishton Methodist Primary School**

## **Equality, Diversity and Inclusion Policy**

### **2024 - 2025**



#### **Our Christian Vision**

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it' (Ezra 10:4).

Agreed by Governing Board on September 2024

Policy will be reviewed by September 2025

Created by Mr. Sean Steele (Subject leader)

## **POLICY PRINCIPLES**

The principles of equality, diversity and inclusion are at the heart of school life, and Rishton Methodist Primary School expects all employees, pupils, parents/carers and members of the wider school community to be treated equitably and with respect.

Equality, Diversity and Inclusion are not one singular concept; they are three different concepts. Equality is about providing equal access and protecting against discrimination; it is underpinned by legislation. Diversity is simply difference, and we are all different from each other. Inclusion is a feeling, an emotion; it is affected when people feel safe, trusted, valued, respected, and have a sense of belonging. We will only be able to reap positive benefits from greater diversity if we build inclusive cultures first.

### **Objectives**

The aims of this policy are:

- to promote equal treatment within the school for all members of the school community;
- to communicate the commitment of the school to the promotion of equal opportunities;
- to create and maintain an open and supportive environment which is free from discrimination;
- to foster mutual tolerance and positive attitudes so that everyone can feel valued within the school; and
- to actively promote and safeguard the welfare of children, staff and others who come into contact with the school.

### **Scope**

This policy applies to all:

- Pupils of Rishton Methodist and their parents/carers
- Other members of the community which the school and its schools serves.

All of these groups are expected to adhere to the principles set out in this policy.

### **Regulatory Framework**

This policy has been prepared to meet the school's responsibilities under:  
Equality Act 2010;

- Statutory framework for the Early Years Foundation Stage (DfE, March 2014)
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- Children and Families Act 2014.

### **Guidance and Advice**

- This policy has regard to the following guidance and advice:  
Equality Act 2010: explanatory notes (2010);

- The Equality Act 2010 and Schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014);
- Technical guidance for schools in England (Equality and Human Rights Commission, July 2014);
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015);
- Advice and Guidance: How can we stop prejudice-based bullying in schools? (Equality and Human Rights Commission);
- Keeping children safe in education (DfE);
- Working together to safeguard children (HM Government, February 2019);
- Relationships education, relationships and sex education (RSE) and health education guidance (DfE, June 2019)

### **Discrimination under the Equality Act 2010**

The Equality Act 2010 brings together previous legislation to protect people from discrimination in the workplace and in wider society. The act covers nine 'protected characteristics' which qualify for protection from discrimination under the act. These are as follows:

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

Whilst not a protected characteristic under the Act, the school will not discriminate on the grounds of trade union membership or activities as set out in the Trade Union and Labour Relations (Consolidation) Act 1992.

The school also opposes all bullying and unlawful discrimination on the basis that a person has special educational needs or learning difficulties, or because English is an additional language.

### **Forms of Discrimination**

Discrimination may be direct, indirect, or arising from disability and may occur intentionally or unintentionally. Under the Act, there are three main types of discrimination:

**Direct discrimination** (including direct discrimination by association and direct discrimination by perception): Direct discrimination occurs when a person is treated less favourably than another person because of a Protected Characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" because of their race. This would be a decision based on grounds of their race and would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if

a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

**Indirect discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which is applied to all but puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminatory on the grounds of sex.

**Discrimination arising from disability:** discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

Under the Act, it is also unlawful to subject pupils or staff to harassment, or victimisation.

### **Equality information**

Under the Equality Act 2010, the school will publish information to demonstrate its compliance with the general equality duty. This information must include, in particular, information relating to people who share a protected characteristic who are:

- Its employees, and
- People affected by its policies and practices.

### **Equality, Diversity and inclusion in the School Environment**

Rishton Methodist School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### **Admissions**

The school treats every application for admission in a fair and equal way in accordance with this policy and each School's Admissions Policy. Each application will be considered on its merits in accordance with the Schools' selection criteria.

All schools within the school accepts applications from, and admits, all prospective pupils irrespective of their disability, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs.

In accordance with each school's terms and conditions, parents must inform the School when submitting the Registration Form of any special circumstances relating to their child's health, allergies, special needs or disabilities or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

## **Educational Services**

The school affords all pupils access to educational provision including all benefits, services, facilities irrespective of any protected characteristic subject to our reasonable adjustments duty and considerations of safety and welfare.

The school will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

In addition, to ensure inclusiveness, the school actively seeks to remove barriers to learning and participation for other groups of children such as:

- More able children
- Children in public care
- Children with medical needs
- Young carers
- Children at risk of disaffection

In both curricular and extra-curricular activities, pupils are encouraged to explore the viewpoints and values of different cultures that make up contemporary society and to benefit from the richness of experience that the exchange of cultural expectations and knowledge can bring.

- The school will:  
Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination;
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School; and ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics
- Ensure that pupils with English as an additional language, a disability and/or special educational needs receive necessary educational and welfare support;
- Teach in groupings that allow children of differing progress to still experience success
- Encourage all pupils to work and play freely with, and have respect for, all other pupils, irrespective of their protective characteristic positive attitudes are fostered towards all groups in society through the curriculum and ethos of the school, and pupils will be encouraged to question assumptions and stereotypes.
- Ensure that all children are included, valued and supported;
- Ensure that publicity materials present appropriate and positive messages about minority racial groups;
- Recognise and be aware of the possibility of bias (for example, on the grounds of sex or racial), so that this can be eliminated in the school's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias. Schemes of work, lesson content and teaching resources should demonstrate sensitivity to issues of cultural diversity, to encourage children to value and respect others;
- Challenge any bullying, cyber-bullying or any other inappropriate discriminatory behaviour by pupils and staff;

- Foster and encourage positive attitudes and behaviour towards all members of the community through the planned teaching of relevant knowledge, skills and values;
- Celebrate cultural diversity through school events, such as dance, drama and music;
- Ensure that, although assemblies are broadly Christian, they emphasise the importance of values such as respect, open-mindedness and tolerance;
- Provide careers guidance that does not promote stereotyping in employment and encourages pupils not to be influenced by such factors when choosing a career;
- Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities and trips;
- Ensure that all staff are aware of their responsibilities and given appropriate training and support;
- Record all incidents of discrimination and report to the relevant body

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through section 364 and/or section 365 of the Education Act 1996.

### **Religious Belief**

Although the school's religious ethos is based on Christian values and tradition, the school is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of its schools communities.

### **Children with Disabilities or Medical Needs**

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning.

Teachers modify teaching and learning and adapt resources as appropriate for children with disabilities. They may give children extra time to complete tasks, and give children with disabilities opportunities to develop skills in practical aspects of the curriculum

Teachers ensure that the work for these children:

- takes into account their pace of learning and equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- uses assessment techniques that reflect their individual needs and abilities.

Where children have certain chronic medical needs such as asthma, diabetes or allergies, we as a school work with parents to ensure strategies are in place to enable the children to take as full a part in school life as possible. We meet their needs through:

- allowing medication to be administered by school staff where they agree to undertake this responsibility
- establishing procedures to ensure there is someone available to do this
- setting up any necessary training for identified staff
- providing alternatives when a child may be at risk from a certain activity
- informing all staff of identified children and their medical needs

### **Policy Review**

This policy will be reviewed by the Governing Body, as part of its monitoring cycle. Next review due September 2025.