



Pilgrims School

Equality, Diversity and Inclusion (EDI) Policy

February 2023

Next review date: February 2024



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

VISION AND APPROACH

Pilgrims school is committed to creating an environment which inspires a love of learning and values curiosity, kindness and respect. We believe that Diversity, Equality and Inclusion are integral to living our school values. Therefore, we strive to develop inclusive practices and actively promote behaviours to ensure everyone feels respected, valued, and trusted and has a sense of belonging.

Recognising the contribution that everyone can make to promote equal opportunities, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity as defined in the Equality Act 2010) within the school community and beyond is everyone's responsibility.

THE AIMS OF THIS POLICY:

- Fulfil the school's legal duty to complying with the Equality Act 2010.
- Take the necessary steps to meet the emotional, physical, recreational and educational needs of all pupils using a variety of approaches and planning reasonable adjustments where necessary.
- Develop a strong sense of community with a shared sense of purpose.
- Encourage positive attitudes, treating each other with kindness and respect.
- Ensure the School environment and the opportunities offered are as accessible and welcoming as possible for pupils, staff and visitors to the School.
- Ensure bullying and discriminatory incidents are carefully monitored and effectively dealt with in line with relevant guidance and policies.
- Consider the ways in which teaching and curriculum provision helps pupils understand and value the diversity that surrounds them.
- Set high expectations and achievement for all, focusing on individual progress as a main indicator for success.
- Maintain strong professional links with families and the wider community. Working cooperatively and productively with outside agencies to support the various identified needs.

SCOPE

This policy applies to all members of our school (including Governors, volunteers, students and visitors) and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Disability Access Policy & Plan
- Equality & Diversity Policy (staff - HT)
- Fundamental British Values
- Health and Safety Policy
- Online Safety Policy
- Personal, Social, Health, Cultural and Economic Education (PSHCEE) Policy
- Recruitment Selection and Disclosure Policy
- Relationship and Sex Education Policy

- Safeguarding Children Policy
- Whistle Blowing Policy

OUR APPROACH

Our approach to Equality, Diversity and Inclusion is based on the following definitions:

- **Inclusion** is the culture in which a diverse mix of people can come together, feel comfortable and confident to be themselves and work and learn in a way that enables them. Inclusion aims to ensure that everyone feels valued and accepted.
- **Equality** ensures that everyone has equal rights and equal opportunities, regardless of diverse characteristics. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.
- **Equity** refers to fairness and justice. It means recognising that we do not all start from the same place and therefore, must acknowledge and adjust imbalance. Some people may need to be treated differently to achieve an equal outcome.
- **Diversity** is about recognising and valuing difference, where everyone is respected for who they are.

RESPONSIBILITIES

We all have a responsibility to act in accordance with this policy including (students, volunteers and visitors).

Collective responsibility

- Ensure our behaviours positively reflects the school's values of curiosity, kindness and respect.
- Report any forms of discrimination, unfair treatment, bullying or harassment.
- Appropriately challenge any form of behaviours which undermines the school values
- Attend training and information opportunities, as necessary, to keep up to date with policy reviews and equality legislation.

Governor and Leadership team

- Implement and promote this policy, ensuring all pupils and staff are aware of their responsibilities and are provided with appropriate training and support.
- Visibly lead on inclusion, equality and diversity as well as the school values.
- Collect information and monitor it in support of ongoing development for Inclusion Equality and Diversity.

Diversity, Equality and Inclusion Lead

- Inform the strategic direction in relation to Diversity, Equality and Inclusion.
- Develop and maintain up to date knowledge regarding DEI and best practice
- Coordinate and implement this policy and review its effectiveness
- Lead and coordinate training
- Work with relevant managers and HR in monitoring this policy and make recommendations for change where necessary.
- Support and coordinate working groups to promote, encourage and monitor Diversity, Equality and Inclusion across the school.

Admissions

The School's Admissions Policy does not discriminate against any pupil on the grounds of any Protected Characteristic. Steps are taken to ensure that the School's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

Attendance

The School and families are aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up by appropriate members of staff and provision is made for leave of absence for religious observation which includes staff, as well as pupils.

Curriculum content & delivery

The School believes that every child is entitled to a broad, balanced and coherent curriculum. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils starting points and is differentiated to ensure the inclusion of all. Equality of Opportunity should inform the whole of the curriculum and we will make all reasonable adjustments to ensure that these aspirations are met. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Learning environments are set up to ensure all pupils feel comfortable and able to access the opportunities on offer. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points. Pupil grouping in the classroom is planned and varied and teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive values of the School.

Assessment, Pupil Achievement and Progress

Pupil performance is carefully monitored and analysed by relevant members of staff including the Head, Deputy Head and SEND Co. Any patterns of under achievement or concern regarding a particular child or group is addressed through targeted curriculum planning, teaching and support. The School ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual pupils. Staff have very high expectations of all pupils and value all forms of achievement.

Behaviour, Discipline and Exclusion

The School expects high standards of behaviour from all its pupils. The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The School takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Partnership with Parents

The School actively encourages the involvement and participation of parents and the wider community in school life. Information and meetings for parents are made accessible to all.

Employment matters

Decisions regarding recruitment and retention of staff will be in line with the Harpur Trust Equality and Diversity Policy.

Reasonable Adjustments and Accessibility Plans

The School's approach to reasonable adjustments is outlined in the Disability Access Policy. This policy acknowledges the school's duty under the Equality Act 2010 and sets out an accessibility plan which covers the following interlinked elements:

- Improvements in access to the curriculum
- Physical Improvements to increase access to education by associated services
- Improvements to the provision of information in a range of formats

For more information:

Download guidance from the DfE:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Human Rights website which includes the guidance for education providers (schools):

<http://www.equalityhumanrights.com>

Age	A person of a particular age e.g. 32 years old or a range of ages e.g. 30 years old. Age discrimination does not apply to the provision of education, but it does apply to work.
Disability	A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect.
Gender reassignment	A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the School will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
Marriage and civil partnership	Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
Pregnancy and maternity	Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
Race	A person's colour, nationality, ethnic or national origin. It includes Travelers and Gypsies, as well as White British people.
Religion and belief	Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
Sex	A man or a woman.
Sexual orientation	A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

Policy Change Tracking

Policy Name:	Equality, Diversity and Inclusion Policy
Owner:	Jo Webster
Ratified by:	Curriculum
Last review Date:	New
Next Review date:	February 2024

Date: 31/01/2023

Comment: New policy pulling together previous Inclusion Statement and Equal Opportunity Policy. Complete re write taking on board elements from both, updating.	
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