

Goldington Green Academy



Equality, Diversity and Inclusion Policy

Equal opportunities for all
Differences and similarities celebrated
Involved, valued, welcomed and safe

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to.

Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Philosophy:

The Equality Act 2010 requires schools to publish information to show how we are working to:
Eliminate discrimination. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Foster good relations between groups of people.

The protected characteristics which relate to a primary school are:

- Disability
- Gender reassignment
- Gender
- Sexual orientation
- Race

- Religion and belief

Other groups of pupils we believe it is also important to consider are:

- Children Looked After/ children who were previously looked-after
- Young carers
- Pupils eligible for free school meals or living in poverty

This document forms part of our published information and is designed to show information that will be most useful and important to our families. On the school website, there are also associated documents: Anti-Bullying Policy, Relationship & Sex Education Policy, Accessibility Plan and PSHE (Personal, Social and Health Education) Policy.

At Goldington Green Academy we provide education for all pupils through a variety of access strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity.

Goldington Green Academy is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes independence and self-belief. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate inclusion. We teach the children about equality, diversity and inclusion embedded throughout the curriculum, through regular opportunities in assembly, School Council, educational visits, visitors and we aim to reflect these values in our day to day interactions with the children.

We teach children about insults and suitable language and the impact of prejudicial language. We make every effort to make our playgrounds safe and enjoyable places to be. We place a high priority on regular training of staff in areas such as first aid and positive handling techniques. We value our 'Pupil Voice' input and their views and opinions are regularly sought in a variety of ways, including School Council with equality, diversity and inclusion at the heart of everything we do.

Belief in every child's potential is at the heart of this philosophy.

A prejudice related incident is defined as: 'any incident which is perceived to be prejudiced by the victim or any other person'. The definition is such to prevent pre-judging the circumstances and nature of the offence.

Discrimination by perception and discrimination by association

The law also protects those who are perceived to have a protected characteristic (for example, it is illegal to discriminate against someone because you think that they may be gay) and those who are associated with people who have a protected characteristic (for example it is illegal to discriminate against someone because their child has a disability).

- Prejudiced behaviour can be manifest in various forms, for example:
- Physical assault
- Physical intimidation
- Verbal abuse
- Insensitive/inappropriate remarks
- Graffiti
- Written comments/drawings
- Abuse of/damage to personal property
- Non-co-operation/disrespect

In dealing with and handling any such incidents that might arise, we work to the guidance from Bedford Borough Council. This defines levels of offence, and the appropriate body to handle them. Lower level incidents we will handle within the school. However, incidents which are defined as crimes, we are duty bound to report to the Police Authority.

In following these procedures, we will record all incidents that are investigated and any actions undertaken.

Reporting prejudice related incidents

We ask for a written report to be taken from any member of the school community so that any incident may be reported to us. The Deputy Head Teacher will receive and handle all such reports and inform the Governors of the School who, in turn, will report the number and nature of incidents in their Annual Report. Each year we will inform Bedford Borough Council of the levels of incidents also.

Reviewing reports received

Upon the receipt of a reported possible racist incident, the Head teacher and management of the School will determine with immediate priority whether the incident constitutes a matter of child protection (the determination is whether the child or young person is likely to suffer 'significant harm' – as defined by The Children Act 1999). If the issue is of child protection it would be immediately referred to the relevant school staff member responsible for such issues and procedures.

If the incident does not constitute a child protection issue then an internal investigation will take place to establish whether the incident occurred and whether the motivation was prejudiced. Upon determination, and conditional on the severity of the incident, the school will take appropriate action with both the victim and the perpetrator and involve outside agencies as appropriate. Where relevant, other policies within the school may be used to handle any alleged incidents. Our Anti-bullying policy, Child Protection policy and staffing procedures are all related. Full details of procedures, monitoring forms and processes and further guidance are available from Bedford Borough

Disability Equality at Goldington Green Academy

What this means to us:

We celebrate different abilities in many ways whilst also supporting the specific needs children may have. We teach children to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access. We teach the children that equality is not about everyone getting the same but about everyone getting what they need and what will help them the most.

Each child is unique and we prioritise the time to consider their bespoke needs. We value and act upon the contribution from parents/carers and from specialist professionals to ensure a child's needs are fully met. We recognise that SEND can affect a child's achievement or social experience in very different ways and we strive to support individuals and remove barriers to their development wherever possible. Through social development and interaction our aim is to increase confidence and self-esteem to enable our children to achieve their fullest potential.

How we promote disability equality and help all children get on well together:

We teach children about disability equality through the curriculum and it is embedded in our wider school ethos.

In our ASD provision, staff and children use visuals as an aid for communication. This is shared in the wider school, for example in classrooms and on lanyards.

We use visual personal timetables, Now and Next boards and PECS to aid understanding throughout the school.

All children at Goldington Green Academy have equal opportunities to access all areas of school life. This includes clubs (support or adaptations are offered as appropriate) and trips including residential trips. Children may become diagnosed with a learning disability during their time at Goldington Green Academy. We have clear pathways to diagnosis of specific learning difficulties/disabilities and parents/carers and outside agencies will be involved with this process and fully supported. Parents and carers are welcome to discuss any concerns about their child's development at any time and will receive information about additional support regularly.

What we avoid/don't tolerate:

We talk to the children about different skills, achievements and abilities and avoid labels associated with ability. They are specifically taught how to include everyone and how to listen to each other's ideas respectfully.

We treat insults related to ability/disability seriously in line with our Behaviour Policy.

How we would like to improve our Disability Equality work:

To increase the range of resources to depict disability

Gender Equality at Goldington Green Academy

What this means to us:

Stereotyping means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible pressure in society to conform to gender specific roles/looks and we need to teach children about this.

We value individuality and this includes individuality in children who don't want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'.

We respect and support children's gender identities whether they accept, question or want to change the gender ascribed to them at birth.

How do we promote gender equality?

The school community carefully consider the way pupils are organised and the language used to avoid inadvertent segregation. We encourage everyone to be respectful to all our community and visitors.

We have identified a gender neutral toilet cubicle with sanitary bins in each of the cubicles for boys and girls in the toilet blocks.

Staff do not ask children to get into boy and girl groups/teams in PE.

Staff do not line up children in boy/girl lines e.g. for lunch and assemblies.

We give careful consideration to certain gender specific clubs or activities e.g. we do run girl-only sports clubs because research has shown these sporting activities are often dominated by boys and so we positively discriminate.

We make sure that there is a gender balance to our pupil surveys; MP's, etc., so that we hear the voice of boys and girls equally.

We teach the children about stereotyping within the curriculum and we are conscious about checking toys/displays/book corners.

We challenge stereotypes through the books we read children; choices of images we present, etc.

We analyse all our data by gender to check if there is an issue we need to address (e.g. improving the attainment of boys in writing).

What we avoid/don't tolerate:

We don't tolerate gender insults.

We try to make sure reading books reflect our gender equality policy. If you find a book that you think gives the wrong message, please tell your child's class teacher – as we recognise some may slip through the net and we will be able to use them to teach children about gender equality. We do have books that are obviously aimed at girls or boys and we know these appeal to children – we avoid stories that give stereotypical messages about girls' or boys' roles in the world.

How we would like to improve our Gender Equality work:

We would like to create more sporting opportunities for girls and in particular competitive team events.

We aim to increase children's understanding of gender stereotyping and sexism and begin these discussions earlier.

Race and Heritage Equality at Goldington Green Academy

What this means to us:

We value all our children as individuals and recognise the diversity of racial and cultural heritage within our community.

Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities. Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities. Different heritages are represented throughout our curriculum and enrichment activities are provided for all learners. We also use the local history to explore the different ethnic groups who have contributed to British society. We make sure toys, displays, books etc., reflect a range of people from different cultures and avoid stereotypes.

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We have themed assemblies and teach the children about diversity as part of the curriculum.

We celebrate Black History Month in in all areas of school life and have developed diverse/hidden history curriculum.

We value all our children as individuals and recognise the diversity of racial and cultural heritage within our community. All pupils bring with them a wealth of cultural traditions and history. We recognise that in order for our pupils to be able to appreciate and understand other cultures, they need to feel confident in their own cultural identity first. We use our GGA Heritage bag as a tool to learn about each other's culture, heritage, religious beliefs, customs and traditions.

What we avoid/don't tolerate:

We teach children about cultural insults and do not tolerate their use; racist comments are treated seriously in line with our Behaviour Policy.

How we would like to improve our work:

To increase ethnicities and cultures within curriculum developments.

Our aim is to increase the representation of the ethnicity and cultures within our school. This includes curriculum developments (every subject leader's action plan aims to develop diversity within their curriculum area) and every day learning and teaching practice. Enrichment based on cultural diversity through the arts.

Religious or Belief Equality at Goldington Green Academy

What this means to us:

We value the diversity of religious belief and other philosophical beliefs within our local and wider community. We also respect the right to have no religion or belief.

We recognise that an understanding of religious/belief education plays an important role in helping to keep our community to be a tolerant and inclusive place in which to live.

Our Religious Education (RE) curriculum gives young people the opportunity to develop an understanding of their own and other people's beliefs and therefore helps young people live in a diverse society.

We regularly invite representatives from different faith communities to speak in our RE lessons and assemblies. Children also make visits to different places of worship within our community.

Children are encouraged to ask questions and explore the big ideas raised in stories from a range of faiths.

We respect the right of families to celebrate key religious festivals and authorise absences accordingly.

We respect the rights for all adults and children to fast and support this accordingly.

We respect the religious wishes of families regarding participation and exclusion in school celebrations (for example Christmas performances and birthday assemblies).

We provide an area for adults and pupils to pray during the day.

What we avoid/don't tolerate:

Insults related to belief or religion are never tolerated and are treated seriously in accordance with the Behaviour Policy.

How we would like to improve our work:

We would like to include more members of our school community to come and talk about their faith and how this affects their way of life.

We are aiming to make sure all religions and special religious festivals celebrated by our families are also recognised in/through school.

We aim to plan more opportunities for children to talk about their own beliefs.

Family Equality at Goldington Green Academy

What this means to us:

We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.

We will celebrate the diversity of our families through curriculum areas such as Relationships and Sex Education/PSHE. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community.

We use resources that include a variety of family types.

We realise that there are financial inequalities between families at Goldington Green Academy and we ensure no family or child is excluded from a school event or activity for financial reasons and we ensure that we do not add stress or embarrassment to families.

We recognise that children who are adopted into families or fostered often have specific needs and may need additional care. We employ a Well Being & Inclusion Nursery Nurse and staff are trained in attachment theory. We are sensitive to areas of the curriculum/the calendar year that may affect children.

We know that change and transition are sensitive times for children with attachment difficulties and will work with parents/carers to support this. We can also celebrate fostering or adoption days if children would like to do so.

What we avoid/don't tolerate:

We don't tolerate any insults about families and these are dealt with in accordance with the Behaviour Policy – we also take any insults as an opportunity to educate children about diversity and equality.

We teach children about homophobia and homophobic insults. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable.

A script is worn by all adults in school to say if the word 'gay' is used in a negative way

'What did you meant to say?

- In our school it's ok to use the word gay.
- To meant happy or carefree
- To describe two people of the same gender who love each other

It is not ok to use it

- To mean something that's rubbish or to hurt someone's feelings. We don't use 'gay' in that way in our school.

How we would like to improve our Family Equality work:

We are consulting on using the term 'grown-ups/adults' at home as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent; two mums; two dads; foster parents or who live with extended family don't feel that their own family make-up is not included.

Staff Equality at Goldington Green Academy

What this means to us:

Goldington Green Academy is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment and in which all decisions are based on merit.

We do not discriminate against staff based on the protected characteristics: age, disability, gender re-assignment, marital or civil partner status, pregnancy or maternity, race, colour nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

In respect of staff recruitment we reiterate our commitment to equal opportunities in all adverts and monitor our recruitment process.

We have undertaken relevant training and highlighted equality expectations and responsibilities. This has provided all staff with the opportunity to reflect on and consider equality, equity and inclusion issues for all staff and pupils including those with any protected characteristic.

We are committed to ensuring equality, diversity and inclusion expectations are included in the induction process of all staff.

We have a Staff Well Being Policy that includes a Menopause Policy.

What we avoid/don't tolerate:

We do not tolerate acts of discrimination or harassment in the school community. We are committed to ensuring that any form of harassment is dealt with both sensitively and speedily.

How we would like to improve our Staff Equality work:

Continue to develop unconscious bias and equality training for all staff.

Monitoring, evaluation and review:

The Deputy Head Teachers will monitor progress and provision on a termly basis.

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality

The Governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at the school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities

The Governing body will, in its annual report, make reference to arrangements for disabled pupils

The Governors welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body, via the Curriculum Committee will review progress made and the effectiveness of the policy every two years.

Written/Approved date: February 2023

Next review date: February 2024

Staff responsible: Liz Turner