



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Equality, Diversity and Inclusion Policy Spring 2022-24

Date of Approval		Date of Review	
January 22		January 24	
Status and Review Cycle		Statutory every 4 years	
Signed	Mrs N Wright Executive Headteacher	Signed	Mr M Gliniecki Chair of Local Advisory Committee



Our Vision:

A collective drive to raise standards and create a school of excellence where children are safe and want to learn. We aim to encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person in the realisation of his/her fullest potential.

Our Mission:

Our aim is to provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum. We nurture each individual to become confident, ambitious lifelong learners who are responsible, kind and are prepared for the future.

Our core principles of positivity, urgency, resilience and equity underpin all we do.

P.U.R.E. Principles:

Positivity - We have a 'can do' attitude and recognise and harness individual talents

Urgency - We are pro-active, and know the importance of every moment

Resilience - We are curious to try new things and confident to challenge ourselves

Equity – We value and celebrate differences and develop individuals

We have exceptionally high expectations of behaviour and we expect each individual to respect others' differences, their families, culture and beliefs. Our learning environment aims to be safe, engaging and vibrant and we recognise effort, kindness and achievement. We encourage strong partnerships with parents and our wider community, and we believe that collaboration leads to greater benefits for all.

Behaviour Certainties:

Ready

Respectful

Safe

Our School Context:

Our school community spans 3 different sites, 2 Infants and 1 Junior – in total 46 different languages are spoken and 38.61% of our school's pupil have been identified as having English as an Additional Language – 18% above the national average. We have identified 25% of children as being eligible for Pupil Premium funding; 23% of children are on the Special Educational Needs Register and our children come from 46 different ethnic background – including Gypsy/ traveller backgrounds.

It is, therefore, vitally important that we ensure our school curriculum, culture and communication reflects and supports the diverse community we serve.

Our Aims

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

South Camberley Primary and Nursery School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;

- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

South Camberley Primary and Nursery School promotes a dynamic learning environment, in which:

- children are supported, respected, encouraged and motivated as individuals.
- all staff provide a safe, secure and nurturing environment, for life-long learning, which reflects the ethos of the school.
- we promote working in partnership with parents, as we believe that working together positively is vital in supporting each child's educational development.
- children are given an understanding of their role as an inclusive citizen, in a fast changing and multi-cultural world.
- well-being is a prominent focus of our school.
- high quality teaching, which is inclusive and relevant, is planned to challenge and engage all children.
- the curriculum is broad, creative and stimulating, whilst equipping children with the necessary life skills for their future.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Responsibilities

The Local Advisory Committee are responsible for:

- ensuring that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- delegating responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher; and
- ensuring that they are familiar with all relevant legislation and the contents of this policy; and

The Headteacher will work with the Senior Leadership Team to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance;
- Ensure that the school complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business within school;
- Ensure that all staff are aware of and follow the school's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with the school's policies, procedures and guidance;
- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors;
- ensure staff recruitment, training opportunities and conditions promote equality;
- ensure that curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality; and
- ensure visitors to the school, or those who use the premises, are aware of the Equality policy.

The Inclusion Leader, as the designated member of staff for equality, will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils; and
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All staff are expected to have regard to this document and to work to achieve the objectives as set out below.

Visitors

- All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Compliance with the Equality Act 2010 is the responsibility of all members of staff. South Camberley Primary School and Nursery does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities; and
- Report any issues associated with equality and diversity in accordance with this policy.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and committee members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and regular refresher training.

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- **Direct Discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

- **Indirect Discrimination**

Indirect discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

- **Victimisation**

Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

- **Harassment**

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- taking steps to meet the particular needs of people who have a particular characteristic; and
- encouraging people who have a particular characteristic to participate fully in any activities.

The “protected characteristics” under the Equality Act are:

- sex;
- age
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity
- marriage and civil partnership

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Jigsaw (PSHE) and Outdoor Learning and Forest Schooling;
- holding assemblies dealing with relevant issues and inviting external speakers to contribute;
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- encouraging and implementing initiatives to promote inclusiveness within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs; and all have the opportunity to apply to be Sports Ambassadors and House captains.
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach;
- ensuring there is a consistent, open and equitable approach to inclusion within school, where conversations about inclusion can be held without fear of rebuke.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with disabilities; and
- has equivalent facilities for boys and girls

Promoting Equality

We are committed to promoting:

- **the uniqueness of the individual**
We believe that every person is a unique individual. We are committed to treat every person with equality of esteem, respect and dignity
- **the search for excellence**
We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full
- **the education of the whole person**
We offer young people the experience of life in a community founded on our PURE principles and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural

heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community

- **the education of all**

We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Equality Objectives

The following groups have been identified as key recipients in terms of the provision of this policy and following objectives:

- Are being looked after or on the edge of care
- Have special educational needs/learning difficulties and disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are not in education, employment or training (NEET)
- Have drug or alcohol abuse or affected by parental drug and alcohol abuse
- Are young carers
- Are offending or at risk of offending

We have four strategic objectives:

- To narrow the gap in progress and attainment for children with protected characteristics as set out in the Equality Act.**
 - Termly data analysis of every child, which feeds into action plans, designed to close the gap.
 - Gaps in progress between different groups will diminish.
 - High quality, inclusive teaching aimed at increasing all children’s access to the curriculum.
 - Rigorous planning and assessment used on a daily basis used to ensure all children are achieving.
- To develop a broad and balanced curriculum that is relevant, engages the school community and centres around the most vulnerable children.**

- Provide a broad and engaging curriculum with rich and diverse quality texts driving the quality of our curriculum.
- Introduction of 'Outdoor Learning' to incorporate the learning of different skills and traditions from different cultures around the world and our local community.
- Curriculum content contributes to the appreciation of cultural diversity, and challenges prejudice, bias and stereotype.
- All pupils have access to the full curriculum and no one group is overrepresented in vocational routes or disapplied from the National Curriculum.
- Curriculum leads are up to date with all cultural developments, and these are fed into the curriculum where relevant.
- English lead ensures that the literature available for children to read include an array of fiction and non-fiction texts from different cultures and countries.
- Vulnerable groups' cultural capital and access to equal opportunities play a central role in planning and curriculum creation.

iii. **To eliminate discrimination by developing common values of citizenship based on dialogue, mutual respect and acceptance of diversity.**

- Curriculum content, including Learning for Life contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype.
- The mainstream curriculum including Learning for Life provides pupils with opportunities to learn about and become involved in the life of their communities.
- Behaviour management policies and procedures reflect the commitment to developing well-being, mutual respect and acceptance of diversity.
- All staff and governors have the knowledge and understanding to provide opportunities to develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity

iv. **To advance equality of opportunity for all by removing the barriers and creating an atmosphere and culture of diversity through the promotion of our collective PURE principles.**

- The criteria and terms of offering a place at school follow SCC Admissions guidelines.
- All children, regardless of need are taught in the classroom and the curriculum and planning ensures all children have access to and can participate in all lessons.
- The staff profile represents the diversity of British society.
- The Governing Body reflects the communities it serves.
- The curriculum provides opportunities for children to experience, first hand, the teachings of other cultures and backgrounds.
- Our staff body exhibits many different skills from different racial groups and cultures – these are respectfully utilised to develop stronger links with families and our local communities.
- The curriculum provides pupils with opportunities to learn about and become involved in the life of their communities.
- The behaviour policy and systems reflect the commitment to developing well-being, mutual respect and acceptance of diversity.
- All staff and members of the Local Advisory Committee have the knowledge and understanding to provide opportunities to develop the teaching of our PURE principles and behaviour certainties whilst linking these to opportunities to develop common values of citizenship based on dialogue, mutual respect and the acceptance of diversity.

Promotion and Monitoring of Policy

The policy will be actively promoted to the whole school community through the use of assemblies, newsletters and posters. Assemblies are used to promote our PURE principles weekly and celebrate our children's achievements with our whole school community. We produce newsletters every month celebrating our 'Proud Moments' with our school community, coupled with celebrating our children's successes and achievements weekly through celebration assemblies and the awarding of 'Outstanding Achievement' awards.

Responsibility for overseeing equality practices in the school lies with the school's Inclusion Leader, who, in partnership with the Local Advisory Committee, will strive to build a strong, robust and sustainable culture with equal opportunities for all, and together will ensure all children leave our school ready to continue their education as respectful and independent young people.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. An annual report will be created to evaluate the progress of our objectives and feed into future planning and decision making and we will also review impact termly and report to the Local Advisory Committee.

Links with other policies and school documents

This document links to the following policies:

- Accessibility Plan.
- Behaviour & Anti-bullying Policy.
- Staff Behaviour (Code of Conduct) Policy.
- Appendix 1 – Annual Report
- Safer Recruitment & Selection Policy
- Child Protection & Safeguarding Policy
- SEND policy
- Admissions policy

Appendix 1

Appendix to Equality Policy 2021
Date: 5th December 2021
Reflecting on the 2020-2021 School Year
**Annual Report demonstrating compliance with the Public Sector
Equality Duties**

South Camberley aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The “protected characteristics” under the Equality Act are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity
- marriage and civil partnership and
- age.

1. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

- Broad range of quality texts which represent a diverse array of people, experiences, needs and beliefs. For example, ‘The Island’ – a text exploring the impact of war, ‘The Boy at the Back of the Class’ – a text about exploring refugees, and ‘My Shadow is Pink’ – a text about exploring gender.
- Extensive planned assembly rota which explicitly links to Protected Characteristics, fundamental British Values, Religious or cultural celebrations and our school’s PURE Principles.
- Adaptation of curriculum to meet needs of individual learners. For example, a physically disabled child has PE lessons adapted so that all activities where jumping/skipping/movement that cannot be achieved using adapted wheelchair, take place in the hall rather than on the playground.
- Whole school safeguarding training annually (Sum 2021) and as a part of all new staff’s induction process. Regular hot topics shared through staff meetings.

- National College Certificate in Equality, Diversity and Inclusion training to be part of induction process for all new staff as of 2021.

2. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- taking steps to meet the particular needs of people who have a particular characteristic; and
- encouraging people who have a particular characteristic to participate fully in any activities
- Accessible toilets available on all 3 sites on the ground floor and newly installed toilets on the 1st floor of the Junior site.
- All ground floor areas of the school are accessible to wheelchair users through sloping entrances and wide doorways.
- Portable ramp available for use.
- Uniform amendments – expectations adapted to meet the needs of the children and communicated to parents Summer 2021.
- During partial school closures, the school provided over 100 laptops and Chrome Books to vulnerable families to ensure they had direct access to learning and interaction with their class.
- 25% of children on roll (deemed vulnerable) were invited to be in school during partial school closures to ensure they continued to have access to learning and social interaction with peers and adults.
- The school implemented a programme of virtual assemblies available to all during the pandemic to bring the school community together – topics included mental health and physical wellbeing and LGBT topics delivered by a range of public figures and professionals.

3. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Learning for Life (PSHE) but also activities in other curriculum areas such as Forest School and Outdoor Learning.
- Holding virtual assemblies during the pandemic dealing with relevant issues and inviting external speakers to contribute;
- encouraging and implementing initiatives to promote inclusiveness within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. Free breakfast and sporting clubs are available to vulnerable pupils on invite.
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Providing training for staff on how best to support the needs of learners, for example: Freemantles, National Autistic Society.
- Half termly 'Well-Being Wednesdays', which addresses areas which may affect a person's well-being, for example bullying, not being included

- Regular PURE Principles assemblies which remind pupils to 'live' our values on a daily basis (reinforced by class reflection areas and information shared with parents through monthly newsletters)
- Our choir sings to the elderly in the community and stay and chat/have tea after. (COVID prevented)
- Our robust religious curriculum and Learning for Life curriculum promotes tolerance, understanding and appreciation of a range of religions and cultures
- Visitors are chosen carefully to enhance the school's (pupil, staff and parents) understanding of different protected characteristics, e.g disability. The materials, resources and messages are discussed in advance of delivery to ensure they promote equality and inclusiveness. Members of staff have the authority to stop delivery if it is deemed to be not promoting of these values.
- The school makes physical adjustments to ensure pupils and/or staff with physical disabilities can fully immerse themselves in school life and not be held back in any way. Support/advice from specialist organisations are sought e.g visually impaired support, occupational therapy.
- Breakfast club run in conjunction with our local church for vulnerable pupils.
- Increased pastoral support and well-being support provided to all pupils during school closure or isolation of pupils as a result of the Coronavirus pandemic. Introduction of Social, Emotional, and Well-being Lead for the school allowed greater opportunity for connection with vulnerable children and families.

Appendix 2

Protected Characteristics

No form of discrimination is tolerated at South Camberley Primary and Nursery School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups.

We address this in a number of ways, such as through our carefully timetabled assemblies that address respect and tolerance (this can be viewed under the British Values tab of our website). We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age appropriate manner. Please see our PSHE curriculum map below which shows the different PSHE topics that include teaching of these protected characteristics across the school.

In summary, these are the areas within our PSHE curriculum that you will find the protected characteristics taught:

Characteristics	Taught within
Sexual Orientation	Year 2, 4 – Relationships Year 6 – Changing Me Year 3 – Celebrating Difference,
Sex	Year 1 – Changing Me Year 2 – Celebrating Difference
Religion or Belief	Year 2, 4, 5, 6 – Celebrating Difference (in addition to RE curriculum)
Race	Year 2, 4, 5, 6 – Celebrating Difference
Pregnancy and Maternity	Year 3, 4, 5, 6 – Changing Me
Marriage and Civil Partnership	Year N, R, 2, 4 – Relationships (in addition to RE curriculum)
Gender Reassignment	Year 2 – Celebrating Difference
Disability	Year 6 – Celebrating Difference
Age	Year N, R, 2, 5 – Changing Me

