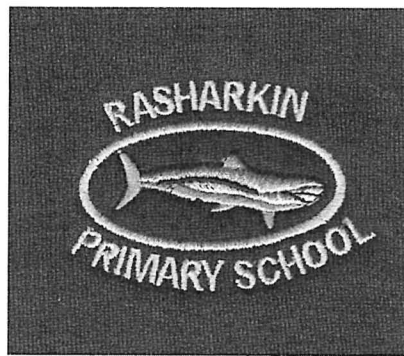


Rasharkin Primary School



Equality & Inclusion Policy

Title	Equality and Inclusion Policy
Summary	This policy sets out your commitment and approach to equality, diversity and inclusion.
Purpose	To ensure that all stakeholders are aware of this policy and its application in relation to equality, diversity and inclusion for all pupils and staff.
Operational Date	November 2021
Frequency of Review	Every 3 Years
Date last Reviewed and Approved by Board of Governors	November 2021

n:\policies and procedures\equality\Equality Inclusion nov 2021.docx

1. Introduction

Rasharkin Primary School is committed to equality and inclusion.

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

We are committed to an ethos and culture of inclusion in our School for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+).

Rasharkin Primary School is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation.

Rasharkin Primary School believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

2. Mission and Values

The ethos of Rasharkin Primary School is founded on principles where tolerance and respect for others is paramount. It is our intention that everyone will feel valued in our school and our pupils and staff members are encouraged to develop their full potential in a caring and supportive environment.

In an effort to educate the students of Rasharkin Primary School in a safe environment and to better prepare them for the world around us, we seek to celebrate a culture of tolerance and acceptance among all.

3. Equality and Inclusion – School Policies

Through this policy, and the wider practices within Rasharkin Primary School we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

Inclusion underpins all our school policies.

As part of our overall school policy development there are a number of policies that we must have in place and regularly review to ensure our school is addressing its statutory responsibilities. These include, e.g. Anti-bullying Policy, Safeguarding Policy, Curriculum Policy, Positive Behaviour Policy. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to young people's safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that equality and inclusion is central to all of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

4. Responsibilities

The Rasharkin Primary School *Board of Governors* have overall responsibility to:

'Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school' *'Every school a good school – the governors role'* (Department of Education NI, August 2019)

The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

The *Principal* is responsible for:

ensuring policies and procedures are in place to comply with equality legislation;

- ensuring the school implements policies and practices in line with the principles of equality and inclusion;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.
- putting the school's equality and inclusion policies and codes into practice;

- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action where necessary.

The School's Pastoral Care and Safeguarding Team (led by the Designated Teacher) will manage the implementation of the policy in partnership with the Principal.

All School Staff (teaching and non-teaching) have a responsibility for the day to day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

Pupils/students are responsible for:

- respecting others in their language and actions;
- following all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

5. How do we promote Equality and Inclusion?

Rasharkin Primary School promotes equality and inclusion within our school through the following activities:

- *School Practices*
- *Policies*
- *Facilities*
- *Curriculum*
- *Training*

Some examples for each area are given below.

School Practices

- Develop a whole school approach
- Use a range of resources and teaching approaches
- Use appropriate terminology and language
- Tackle stereotypes
- Set clear expectations about acceptable behaviour

Facilities/ Services

- Promoting and using interpreting services
- Using translated documents where available
- Have allocated accessible parking
- Having an accessible main entrance and building
- Considering flexible payment schemes when planning trips and extra-curricular activities
- Helping young people to access advice from support organisations including notice boards with clear and accessible information and contacts

Curriculum

- Examining where and when themes around equality and inclusion might be embedded into topics within each curriculum area
- Participating in Shared Education

6. Monitoring the Success of the Equality and Inclusion Policy

- The policy will be monitored via a range of methods:
 - Number of bullying incidents by equality characteristic to be monitored and appropriate action taken as necessary;
 - Number of comments and complaints in relation to equality and inclusion to be monitored;
 - Record of training / information presented to staff/ pupils to be kept
 - Positive stories on equality and inclusion to be highlighted
 - Feedback from pupils, staff, parents and the wider community to be sought regularly

7. Complaint's Procedures

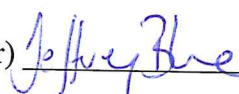
The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied. Access to the Complaints procedure can be found on the school's website.

8. Review cycle of policy

The Equality and Inclusion Policy will be reviewed by all stakeholders and, if required, updated every *three* years in line with our school policy review cycle.

Signed (principal) 

Date: 30/11/21

Signed (Board of Governors, chair) 

Date: 30/11/2021

Appendix 1: Diversity, Inclusion, Discrimination, Reasonable Adjustments, Harassment and Bullying – What are they?

Equality means ensuring that everyone has equal opportunities regardless of their abilities, their background, and their lifestyle or personal characteristics. Equality does not mean treating everyone the same.

Inclusion: Inclusion is about valuing and respecting our differences and so creating a welcoming and productive environment for diverse colleagues to flourish. It is the richness of colleagues' ideas, backgrounds and perspectives that creates businesses value by enabling us to innovate and anticipate the needs of our diverse service needs.

Diversity: Diversity means all the ways we differ. It includes visible differences such as age, gender, ethnicity and disability, as well as invisible differences such as thinking styles, sexual orientation and nationality. It recognises that all these characteristics interact and influence our sense of identity and how we behave and make us each the unique people we are.

Direct Discrimination: This is where someone is treated less favourably than others in the same or similar position based on a protected characteristic, for example their gender.

Indirect Discrimination: Indirect discrimination is where an organisation unjustifiably operates a rule or policy that looks the same for everyone but in effect disadvantages people from a particular protected group.

For example, you do not permit pupils to wear headgear as part of your uniform policy and this policy applies to every pupil equally. Due to the cultural values (often religious) of some minority groups in our community this could potentially be defined as indirect discrimination.

Disability-Related Discrimination: Disability-related discrimination is essentially a form of direct discrimination. It is very closely linked with the duty to make reasonable adjustments. Disability-related discrimination is much less likely to occur when the reasonable adjustment duty has been complied with.

What is the reasonable adjustment duty for disabled people?

In certain circumstances the law places a duty on us to make reasonable adjustments for those pupils or prospective pupils who have a disability. This may include access, additional equipment or changes to routines / schedules.

Harassment and bullying:

Harassment and bullying are terms used to explain certain types of unacceptable behaviour that pupils may sometimes be subjected to such as name-calling, unacceptable comments, intimidating text messages, deliberate exclusion, pushing / shoving or more aggressive physical contact.