

## Context

At St Ebbe's, our vision statement details our aim is to nurture wise compassionate citizens with the power to make a difference. This policy is based on the fundamental belief that these citizens can only develop from an environment where inclusion and diversity are nurtured and promoted and a place where every child has the right to feel they belong.

This policy is based on the standards set out in article two of the UN Convention on the Rights of the Child (1989) which states that children are entitled to a life 'without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.' Through following the Equality Act 2010 and the following principles outlined in this policy, we ensure that our school does not unlawfully discriminate against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

We also promote the development of a curriculum which promotes 'personal development', as outlined in the guidance from Ofsted 2019:

- Developing responsible, respectful and active citizens who are able to play their part.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative and that individual characteristics make a person unique.

At St Ebbe's, we believe that children are entitled to an education and celebration of their right to be included and nurtured within the diverse human family. This is taught within the following foundation of practice and principles:

1. All staff on site will model equity, fairness and respect for all in our environment.
2. We will create an inclusive learning environment for children and staff where our difference and diversity is celebrated and included in our school.
3. All staff on site will actively champion the standards of the UN Convention on the Rights of the Child.
4. The curriculum will encourage critical engagement with issues historical, contemporary and future.

## Policy

### The School will:

- Ensure that all children and staff in its care are protected from any prejudice and harm which is in violation of the Equality Act 2010.
- Ensure that its environment reflects the diversity of its student body.
- Promote equal opportunities for all children and staff.
- Include staff and student voice in decision making.
- Promote equity for children of diverse backgrounds, removing, where possible, causes of systemic inequity.
- Provide, where possible, documentation and communication in a number of languages and formats.
- Provide scripts and a common language to enable children to be curious about, and interested in, others.

### The Staff will

# Diversity and Equality Policy



- Be trained in restorative practice which allows for issues to be managed empathetically and restoratively without discrimination.
- include in their planning, case studies of diverse individuals from across human history.
- Identify and address negative stereotypes that discriminate or misinform.

## The Children

- Children will be taught to use their critical faculties to identify language and behaviours that are discriminatory and/or problematic.
- Our expectation will be to have a proactive student body who are; 'Wise compassionate citizens with the power to make a difference'.

## How will we know it's working?

- The physical environment of the school and each classroom will reflect a curriculum that promotes diversity and inclusion.
- Results of regular surveys of the opinions of children, staff and families in our school community.
- The school will be proactive in addressing concerns raised by the surveys.
- Active communication and interaction from the wider school community.

## For more information ...

United Nations (1989) *Convention on the Rights of the Child*. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

UK Government (2010) *Equality Act*. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

[UK Government, Ofsted \(2019\) \*School Inspection Handbook\*.](#)