



Equality, Diversity & Inclusion Policy

Phase of school this policy relates to

Early Years	Primary	Upper	Whole School
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Date created:	June 2024
Date reviewed:	
Next review date:	September 2025
Policy lead staff member:	Hannah Atkinson
Link governor:	

Equal Opportunities Policy

Equal Opportunities, Inclusion and Diversity Policy

Equality of opportunity requires that all children should have an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that "Children should be treated fairly regardless of race, religion, sex or abilities" This includes;

- Equality of access for all
- Social Inclusion for all
- Life choices are widened, not restricted
- Talents are fostered, not suppressed
- No one experiences disadvantage or discrimination
- Stereotypes are challenged by staff
- All forms of bullying and harassment are condemned and challenged
- Respond to individual and community needs in a sympathetic & imaginative manner.
- Provide appropriate levels of support to individuals and the community to fulfil their potential.
- The principle of equity applies.

To comply with the Equality Act 2010 it is illegal to discriminate against pupils on any of the seven characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race (including ethnicity and nationality)
7. Religion or belief
8. Sex
9. Sexual orientation

To discriminate against an individual, both direct and indirect as well as harassment and victimisation, is to favour or disadvantage them based on difference.

Our Policy

- We are open to all members of the community and base our admissions policy on a fair system
- We do not discriminate against a child or their family or prevent entry to our setting based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, ethnicity and nationality), religion or belief, sex, sexual orientation, gender identities or social background.
- We do not discriminate through our recruitment process and strive to attract applicants from all ages, disabilities, ethnicities, religions, sexes, sexual orientation, gender identities, and social backgrounds.
- We ensure all our parents are aware of all relevant policies.

- We take all discriminatory behaviour by children, staff or parents extremely seriously and any situation where this arises the school will take action. This includes but is not exclusive to, the display of openly discriminatory and offensive materials, name-calling and threatening behaviour.

The school will provide consistent implementation of our policy to ensure a non-discriminatory environment for all. Individual differences will be recognised and celebrated within the school as well as within our wider school families and community, fostering good relationships between different groups. Equal opportunity for all is essential at Open Air Education and we will not tolerate discrimination of any kind against individuals on the grounds of differences, always challenging such behaviour in a constructive manner.

Our Commitment

- We are fully committed to ensuring that the children within our care have equality of access to the full-range of our curriculum on offer regardless of their disability, race (including colour, ethnicity and nationality), religion or belief, sex, sexual orientation, gender identity, linguistic or social-economic background or any special educational needs they might have.
- We pay particular attention to the characteristics as protected by law in the UK - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- We aim to provide a learning environment in which all children feel safe and secure and where they can play and work together in harmony.
- We encourage children to be kind and considerate towards each other and towards the adults at Open Air Education promoting positive social attitudes and respect for all.
- We sensitively support children in developing an awareness of the consequences of their actions and words upon both themselves and others.
- We are aware of the existence of discrimination towards particular groups of people within our society and of its damaging and negative effects. We work hard to create an atmosphere and ethos of tolerance and mutual respect among our children and their families.
- We will actively tackle discrimination through social media, our school website, newsletters and displays of work.
- We expect full cooperation from parents and carers in this very important area.
- Any parents, carers, family members or friends who make a comment or carry out an act which may be considered discriminatory or offensive in nature towards either an individual or particular group of people will be asked to attend an interview with the Head of School.

Our Staff

Our staff have a responsibility to deliver equality of access and opportunity at all times to the children and adults with whom they have contact. This includes other staff within the school, the children and families attending, volunteers, students and school visitors. We must ensure that our service is fully inclusive in meeting the needs of all children but especially in those defined in The Equality Act 2010. Staff must always;

- Provide a secure and accessible environment where all children can flourish.
- Having consistent expectations of pupils and their learning.
- Encourage and consider contributions from all to empower and value every child.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities in our setting.
- Celebrate a wide range of festivals.
- Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys.

Staff recognise that discriminatory attitudes towards others can manifest because of many different factors. Religious belief, ability, ethnicity, cultural and linguistic background, gender and social group are some of the factors that may give rise to discriminatory behaviour. Under the Equality Act 2010, we make reasonable adjustments to include children with SEND and do not discriminate against or harass children with SEND. All staff are required to recognise that the children attending are individuals, with varying needs, backgrounds and previous life experiences. Staff are required to work closely with parents and carers to recognise these different needs as well as having contact with other agencies and with the wider community.

Our staff have the responsibility to provide an environment that is free from discrimination and prejudice for children. Through this, children will develop and grow confident of their own self-worth and so be positive towards the differences they see in others, influencing their own relationships. To achieve this, staff are required to challenge in a constructive fashion any instances of discrimination and request other

adults to draw to staff's attention any areas where they may have concerns.

Curriculum

Our curriculum encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Religion

Each religion is unique and each family's religious beliefs are important to them. Staff are required to monitor the family beliefs of the children attending, and reflect these beliefs through the planned curriculum and through resources.

Ethnicity

We will reflect the ethnic origins of children, families and staff through appropriate use of resources, displays and books, which offer positive images of an ethnically diverse society. We will allow our children daily access to such learning materials that will offer them the opportunity to view themselves and others positively in varied and relevant situations.

Culture

We will provide relevant opportunities for children to appreciate and respect cultures other than their own. Children entering the school speaking English as an additional language will receive relevant support with resources appropriate to their needs, such as books and play equipment, acquired and used.

Family

Staff recognise that many different combinations of adults and children constitute a family and that parenting styles may vary between families. Staff will respect parents' different approaches and will be non-judgemental in their attitudes. Resources chosen and used in the school will offer non-stereotypical images, reflective of various social backgrounds of the children attending.

Special Needs

Children entering the school will have individual strengths & weaknesses, which staff will identify and support. Where a place is requested for a child with identified special needs, staff will review with the family the appropriateness of the service available to ensure that the school is able to provide fully for that child's needs. Children with specific needs, for example with a physical or sensory impairment, or with a learning difficulty, will receive relevant support to ensure they are able to access the full breadth of learning activities and experiences offered. Children who are exceptionally able in a particular area or areas will be supported in developing their skills, whilst being encouraged to benefit from a balanced

and full curriculum which will cover all aspects of their development. Staff will support all children regardless of ability in developing a positive self-image and sense of self-worth and will help them to cooperate in their work and play with others, reflective of their age and stage of learning.

Gender

Open Air Education will treat all children attending fairly regardless of their gender. We will plan activities and learning equipment to ensure they are easily accessible to boys, girls, non-binary and gender-fluid students. All staff, as well as parents will be discouraged from favouring children on the grounds of sex and/or gender and care will be taken to ensure that language used does not reinforce and therefore perpetuate gender stereotypes.

The role of adults in tackling discrimination

We will not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents could take the form of physical assault, verbal abuse, damage to a student's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow the agreed procedures:

1. Stop the incident and support the student who is the victim.
2. Reprimand the aggressor and inform the victim what action has been taken.
3. If the incident is witnessed by other students, tell them why it is wrong.
4. Report the incident to the DSL and inform them of the action taken.
5. Inform the class teacher(s) of both the victim and aggressor.
6. Inform both sets of parents, as appropriate.

The role of the Advisory Governing Board

1. To do all it can to ensure that all members of the school community are treated fairly and with equality.
2. To ensure that all groups will not be discriminated against when applying for jobs at our school. The advisory governing board takes all reasonable steps to ensure that the school environment gives access to people with SEN.
3. To monitor the effectiveness of this policy.

The role of the Head

1. To implement this policy, supported by the advisory governing board.
2. To ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.
3. To ensure that all appointment panels give due regard to this policy.
4. To promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of

school life, for example in assemblies and displays shown around the school.

5. To ensure that views on equal opportunities and discrimination by pupils, staff and parents are surveyed on an annual basis. The Head will take their views into consideration when formulating the School improvement Plan.

The role of the Teacher

1. To ensure that all pupils are treated fairly, equally and with respect.
2. When selecting classroom materials, to pay due regard to the sensitivities of all members of the class and not provide material that is racist, sexist, homophobic or negative towards gender identities; to provide material that gives positive images of ethnic minorities, disabilities and religions and that challenges stereotypical images of minority groups.
3. When designing schemes of work, to use this policy to guide the choice of themes to study, and in how to approach sensitive issues.
4. All our teachers challenge any incidents of prejudice. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.