

## Equality and Diversity Policy - Pupils

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## Monitoring and review

Staff responsible	:	Headteachers; School Leaders; all staff
Committee responsible	:	Board of Trustees
Links	:	Equality and Diversity Policy – Staff and Trust Officers
Date approved	:	March 2018
Review date*	:	March 2020

\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

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**The Boleyn Trust Board of Trustees has agreed to this Policy and, as such, it applies to all Schools within the Trust.**

## Rationale

'An entitlement to learning must be an entitlement for all students and pupils'.

The trust code uses the Equality Act 2010:

To treat everyone Equally and Fairly regardless of:

- Age
- Disability
- Gender
- Gender Identity
- Race and Nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual Orientation

## Policy Statement

### INTRODUCTION

All pupils at the Boleyn Trust have an equal right to develop and achieve their potential. Equality of opportunity underpins the schools' curriculums and the work of the trust. Children at the Boleyn Trust are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all students and pupils in school to a curriculum, which is balanced and broad based. The curriculum includes cross - curricular dimensions such as equal opportunities for boys / girls, multicultural education and special educational needs.

Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At the Boleyn Trust, we aim for an atmosphere of trust and respect among children as well as between teachers and children.

Citizenship education programmes are about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in each school and in the wider community.

### PARENTS

We will introduce and communicate the equal opportunities policy to parents through the school website, admissions meetings with parents and on parents' evenings.

### STUDENTS AND PUPILS

It is the right of every child irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

### STAFF

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all students and pupils. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff, we are role models. We must recognise and challenge discrimination as and if it occurs.

## AIMS

To ensure that:

- Every individual within the school achieves their full potential and has equal opportunities
- Every pupil is given access to the best possible level of achievement appropriate to their age and ability through appropriately differentiated work
- Staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
- Prejudice is recognised and challenged to build positive attitudes to difference
- Understanding and mutual respect of all children, regardless of differences, is promoted
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of curriculum subjects, resources and school displays
- An awareness of the unfairness and injustice of stereotyping is raised
- Any form of bullying including verbal, physical, homophobic, biphobic, transphobic and psychological bullying by any group or individuals is challenged and addressed
- High levels of acceptable group and individual behaviour are promoted by ensuring that all the school communities are informed of the trust's expectations and procedures
- There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed
- Absences, racist, sexist, disablist and HBT incidents and bullying are recorded and monitored.

**EXAMPLES OF STRATEGIES** used in the trust's schools that will carry out these aims are:

- Planning activities of a non-stereotypical nature.
- Giving pupil's time to talk in class discussions to give everyone the opportunity to voice opinions and discuss how they are feeling.
- Encouraging the sharing of experiences - encompassing all equality issues.
- Reviewing/updating resources so that appropriate messages are presented to students and pupils.
- Planning role-play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around school promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Staff on duty to identify "loners", the assertive group and negative physical contact.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in rulemaking in the classroom and at a whole school level through the school councils
- Using assembly themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- Ensuring that all children will have equal access to all resources. Some children will need encouragement / direction in the use of resources.
- Subject leaders to address equality issues within their subject.
- Giving students and pupils a voice, through the school council.
- Sharing in various religious celebrations throughout the year.

## THE CURRICULUM

All students and pupils will have equal access to all aspects of the curriculum and school life. Practices will be monitored to achieve this. Children should be given the opportunity:

- To make choices without rejecting any as being inappropriate, e.g. sport, positions of responsibility
- To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- To have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.

## RESOURCES

- Books, work cards, equipment and other resources will be checked to see that they are non-stereotyping
- Children will be encouraged to learn to identify and question stereotypes if they are found in existing material
- Resources such as computers, technology equipment and playground space will be allocated fairly.

## **HIDDEN CURRICULUM**

- Displays will show positive role models from all backgrounds covering the 9 protected characteristics of the Equality Act 2010
- Counter prejudices and hidden beliefs will be discussed
- The development and sharing of common interests will be encouraged
- Students and pupils' individual characteristics and feelings will be respected and valued.

## **STAFF TRAINING**

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. Also 'raising awareness sessions will be planned. All the staff have responsibility for promoting Equal Opportunities.

## **SUCCESS CRITERIA**

Equal Opportunity will be recognised or highlighted in the following areas:

- Academic results
- Break time/classroom interaction displays in school
- Perceptions of Trust and School Officials and Parents Teaching styles
- Differentiated work on offer to parents Use of resources
- Teacher assessment