



## Hartsbourne Primary School

Mission statement: Valuing Potential; Creating Opportunities

### PUPIL DIVERSITY POLICY

To be read in conjunction with the following policies: Admissions, Assessment, Behaviour, Race Equality, Inclusion, English as An Additional Language, RE, SEND Policies

#### POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	JANUARY 2020	<b>DATE OF NEXT REVIEW:</b>	JANUARY 2021
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM	FULL GOVERNING BODY	

#### VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

#### RATIONALE

Hartsbourne Primary School recognises that diversity is a reality of our community that brings significant educational benefits to all students, enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity.

The school also recognises that the richness and diversity of culture and experience that we now enjoy is our heritage. It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment where:

1. All students are treated with dignity and respect
2. Diversity is valued
3. Stereotypes are questioned
4. Bias, bigotry, prejudice and racism are wholeheartedly rejected.

#### DISCRIMINATION

The person responsible for implementing this policy is the Head Teacher and Governing Body. In accordance with its legal responsibility, Hartsbourne Primary School will ensure that there is no discrimination against any pupil for any reason. It will not segregate or differentiate between individuals on the grounds of:

1. Sex
2. Sexual orientation
3. Race
4. Religious belief
5. Disability
6. Social background.



Everyone at the school will take responsibility for challenging stereotypes and all forms of discrimination. The school will promote equality of opportunity and will investigate all complaints of discrimination.

### **Sex Discrimination**

All applicants for admission to the school, and all pupils of the school, will be treated the same way, irrespective of sex. In particular, the school will ensure that:

- No attempt is made to balance the number of boys and girls admitted to the school.
- Any tests used to screen pupils are identical for boys and girls.
- All children have equal access to the National Curriculum.
- Careers advice, interviews and literature are not sex discriminatory.

All pupils, regardless of their gender, will have equal access to:

- All subjects in the curriculum
- All forms of community involvement
- All recreational, sport and social facilities
- All outdoor learning opportunities, enrichment opportunities and residential activities

### **Sexual-Orientation Discrimination**

The school will not discriminate directly or indirectly against anyone because of his or her actual or perceived sexual orientation.

The school will not tolerate the harassment or victimisation of anyone because of his or her actual or perceived sexual orientation. The school will promote equality of opportunity for all students regardless of their sexual orientation. This is included in its equal opportunities and behaviour policies and the curriculum.

The school is committed to providing a safe environment for all pupils and will apply the school's anti-bullying policy to deal with all instances of homophobic bullying or abuse. Homophobia is a dislike or fear of someone who is, or is perceived to be, lesbian, gay or bisexual. Reaction can vary in intensity from passive resentment to active victimisation. The school will follow the DfE's Sex and Relationship Education Guidance, which makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

### **Racial Discrimination**

The school will promote equal opportunity and good race relations, and will not discriminate against anyone on the basis of race, colour, nationality or citizenship, ethnic or national origin. The school will not tolerate any form of racial discrimination, racial harassment or inciting of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

### **Religious Discrimination**

The school recognises, respects and values the various traditions, customs and rules of different religious groups and will not discriminate against any pupil on the grounds of his or her religion or belief. The school understands that for religious reasons certain pupils might wish to behave in ways that are contrary to accepted school rules. Every effort will always be made to meet the sincere wishes of these pupils.



The school undertakes to tailor collective worship and religious teaching to reflect the racial and religious mix in the school. If the number of non-Christian children in the school makes the statutory requirement for broadly Christian worship inappropriate, an application will be made to the local Standing Council for Religious Education for partial or total exemption.

### **Disability Discrimination**

The school will not tolerate any form of discrimination against disabled pupils. This includes the use of any derogatory term to indicate the disabled person's supposed mental capacity.

No assumptions will be made about the general abilities of people who are disabled. The school will bear in mind that a child with special educational needs (SEN) is not necessarily disabled and that a disabled child does not necessarily have SEN. The school will make every effort to ensure that its premises are accessible to people with all kinds of disabilities.

The school will produce an accessibility plan detailing the planned improvements that will be made for:

1. Increasing the access of disabled pupils to the school curriculum.
2. Improving the access of disabled pupils to the physical environment of the school.
3. Improving the delivery of information to disabled pupils.