

**NAYLAND CP SCHOOL**  
**Policy for Equality and Diversity**  
**2025-26**

The aim of this policy is to promote equality and diversity within the community of Nayland Primary School – with the emphasis on a community approach. It is important that we:

“...encourage children and adults to think about the community in which they live, explore their own sense of identity and consider how a sense of community and belonging can be promoted.”

(Celebrating Cultural Diversity in the United Kingdom. NASUWT. 2009).

Diversity welcomes difference. By understanding, respecting and using these differences we can maximise our impact through meeting individual needs and staying in touch with the changing societies in which we operate.

Children, parents/carers and staff need to recognise and fulfil their personal role in making Nayland Primary a genuinely inviting and inclusive school.

This policy also considers the requirements of the Equality Act, 2010, with three main elements of the Public Sector Equality Duty (PSED) to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics –between those who share a protected characteristic and those who do not.

The duty to have ‘due regard’ to equality considerations means that whenever significant decisions are being made, or policies developed, thought must be given to the equality implications.

This policy, alongside – for example, policies for behaviour, safeguarding and quality of teaching and learning – focus on our school’s effectiveness in increasing our ability to eliminate discrimination, reduce bullying etc.

Equality of opportunity is concerned with justice for all, raising expectations, and enabling each individual to achieve according to their abilities. Equal opportunities are freedom from discrimination on the grounds of race, language, gender, class, lifestyle, cultural background, age, sexual orientation or disability.

### **OBJECTIVES**

At Nayland School we aim to:

- Value every individual belonging to or visiting our community
- Nurture a mutual respect for all and encourage a positive attitude towards all members of society
- Develop in pupils and staff a commitment against racism, sexism, class distinction, ageism and discrimination on the grounds of disability or special needs. Children are taught this specifically but not just through our No Outsiders scheme and which exposes children through age appropriate books and discussions to a modern, inclusive and diverse Britain
- Avoid stereotyping of any kind

### **PROCEDURES**

We will strive to organise our school in such a way that the learning environment upholds our belief of equal opportunity. We will try to ensure that:

- Positive visual images are given for people of all sexes and ethnic groups, with or without disabilities
- Collective worship themes, topics and displays draw on a wide range of sources
- Literature and multi-media reflect a variety of people, homes and families
- Songs, rhymes, music and musical instruments from a wide range of cultures are experienced
- Resources for imaginative play allow children to explore a range of roles, including those of the other sexes and cultures
- Activity areas do not restrict access for children or adults with disabilities
- We attempt to spell and pronounce people's full names correctly, unless the person chooses to use a short form.
- Racist language is categorically rejected
- Bi/multi-lingualism is seen as an asset
- Non-English speaking pupils and parents can be supported with interpreters (including translation apps) when necessary
- We do not regard lack of fluency in English as an indication of poor potential
- Assumptions are not made about a child's learning abilities based on home circumstances or social class
- No pupil will be excluded from receiving the curriculum or privileges on the basis of gender
- Staff, parents and pupils understand that boys and girls should display equally high standards of behaviour
- The behaviour of any one child does not prevent other children from accessing and enjoying our learning environment
- We give time fairly to each child, ensuring that the undemanding child is not overlooked
- Children with special needs will not be removed from assemblies more than is absolutely necessary
- Children with physical disabilities must have access to all tools and instruments and are given appropriate support
- All policies reflect these equal opportunities
- We will encourage parent/carer involvement regardless of gender and background in all aspects of school life.
- We will ensure the school's recruitment and selection procedures are based on good equal opportunities practice in accordance with the LEA's Equal Opportunities in Employment Policy.
- We will regularly review the professional development of all staff within the school.
- We will recognise the importance of positive role models, both in terms of gender and ethnic origin.
- We will recognise that every member of our team, regardless of role, is of equal importance.
- We will consult with those affected by inequality when making decisions that will have an impact on them and make reasonable changes accordingly.

### **Success Criteria**

This policy aims and practices should be seen across the curriculum and in every facet of school life.

Agreed by Governing Body: Autumn 2025

Annual Review: Autumn 2026

