

Stanford Junior and Infants



*“Living Together,
Learning Together”*

EQUALITY AND DIVERSITY POLICY

2014

Equality and Diversity Policy

Statement of Intent

Our School is committed to providing equality of opportunity and anti-discriminatory practice for all pupils, staff, governors and parents, by identifying and removing barriers, in order to promote community cohesion.

Aim

We aim to:

- provide a secure environment in which everyone can flourish and all contributions are valued;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- include and value the contribution of all families, staff and governors in developing our understanding of equality and diversity;
- promote non-stereotyped information about race, religion / belief, disability, gender, sexual orientation and age;
- develop our knowledge and understanding of issues of equality and diversity;
- ensure inclusion is central to all of the activities of the school.

The legal framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Sex Discrimination Act 1975 / amended Equality Act 2006
- Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010

Methods

We have named people who coordinate and monitor our Equality and Diversity policy. They are the Headteacher (L. Hackfath) and the Deputy Headteacher (T. Hawkins). The Leadership Team will maintain the effectiveness of the policy.

Equality

Equality is central to the ethos and core values of the school. The school is committed to promoting equality and inclusion for all. This applies to everyone regardless of race, religion / belief, disability, gender, sexual orientation and age.

Equality – race, religion / belief, disability, gender, sexual orientation and age

We aim to:

- improve attainment among groups of boys and girls identified as underachieving;
- improve attainment of pupils eligible for Pupil Premium funding
- monitor sanctions and aim to ensure equitable treatment for all ethnic groups;
- address any form of sexist and homophobic bullying among children or adults;
- promote an inclusive approach to children and the workforce;
- promote gender equality;
- use data to monitor issues related to gender, race, pupil premium eligibility and disability to inform policy making and target setting and ensure that sensitive issues of multiple inequalities are identified and addressed.

Ensuring that all pupils achieve their best, according to capabilities

Key performance outcomes

1. Ensuring all individuals achieve their potential

How

- Use data sets -FSP,QCA tests, Itrack, KS1 & KS2 results.
- Conducting half-termly Pupil Progress meetings.
- Raise on line analysis.
- Monitor patterns and trends in data.
- Set individual learning targets.

2. Promoting good race relations

How

- Combat racial harassment and discrimination, challenging racism in all its forms.
- Promote positive attitudes to life in multicultural, multi ethnic multi faith society celebrating cultural diversity.
- Equip pupils with the necessary knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they encounter.
- Tackle discrimination incident recording and reporting using the LA on-line *pro forma*; ensure everyone understands the importance of accurate reporting and satisfactory handling of incidents.

3. Ensuring good pupil behaviour

How

- Assess school ethos and action taken to prevent poor behaviour and attendance.
- Monitor effectiveness of IBPs.
- Monitor effects of the Behaviour Policy in ensuring outstanding pupil behaviour.

4. Parental/community involvement

How

- Engage all members of the wider academy community.
- Ensure sensitivity and openness to experiences, aspirations and perspectives of everyone.

5. A Fair and Open Admissions Policy

How

- Base admissions policy on a fair system. (LA admissions policy adopted annually)
- Insist on equality of opportunity for a child on the grounds of sex, race, disability, religion or belief.
- Where required, develop an action plan to ensure that people with disabilities can participate successfully in the services provided by the school and in the curriculum offered.

Employment

A diverse and representative workforce

Care is taken to ensure equality on the grounds of gender, race, disability, religion, belief, age and sexual orientation during the recruitment process.

How

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.

- The application process is monitored to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Community Cohesion

Curriculum

The curriculum offered in the school encourages children to develop positive attitudes to everyone. It encourages children to empathise with others and to begin to develop the skills of critical thinking within a positive supportive framework.

We aim to:

- make children feel valued and good about themselves;
- ensure that children have equality of access to learning;
- reflect the widest possible range of communities in the choice of resources;
- avoid stereotypes or derogatory images in the selection of materials;
- celebrate a wide range of festivals;
- create an environment of mutual respect and acceptance;
- help children to understand that discriminatory behaviour and remarks are unacceptable;
- ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- ensure that children whose first language is not English have full access to the curriculum and are supported in their learning.

Equality and excellence

We ensure all children have equality of opportunity and are able to succeed at the highest level possible through endeavoring to address barriers to access and participation. We encourage pupils from all backgrounds and abilities to take part in the services on offer through use of pupil premium funding and school fund-raising.

Engagement and extended services

Opportunities are taken to engage and extend services through:

- effective working relationships with other local schools
- participation in Extended Schools events both within the school
- development of effective working relationships with local service providers - e.g. Health Service (school nurse), Police Service (School Community Police Officer), Fire Service;
- promotion of links with local sporting clubs (e.g. Tennis Club, Grimsby Rugby Club, Grimsby Town)
- development of links with schools in other countries.

Valuing diversity in families

- We welcome the diversity of family life and work with all families as the need arises.
- We encourage parents / carers to take part in the life of the school.
- We value the contribution of the culture and language of families who have a first language other than English.

Meetings / Communications

- Meetings are arranged to ensure that all families who wish to may be involved in the life of the school, either through election to the Governing Body, joining the Friends of Stanford School, attending Open Evenings/Days or participating in curriculum activities or workshops.
- Information about meetings is communicated in a variety of ways – in written, verbal and electronic form e.g. the school's website and texting – to ensure that all parents have information about access to the meetings. Information in languages other than English would be available on request if possible.

School Context

Currently, the school community does not reflect the multicultural nature of society in other parts of the country. It is important, therefore, that we recognise the following:

- the particular need for vigilance to ensure that minority groups of pupils, families or staff are neither victims of unfair treatment nor experience a sense of isolation or marginalisation;
- the need to educate children and all members of the school community to avoid negative or stereotypical assumptions about those from different backgrounds, beliefs, disabilities etc;
- the significance of, and responses to, cultural, linguistic and racial diversity in striving to ensure equality of opportunity for all.

On occasion there may be difficulty in establishing a full and accurate understanding of some issues of racism and cultural diversity. To counter this, the school will make use of the available sources of support within the Local Authority.

Leadership, Management and Governance

The role of governors

The Governing Body has set out its commitment to equality and diversity in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our academy and takes all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Governing Body welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body expects that no child is discriminated against whilst in our school on account of their sex, disability, religion or race. All children have access to the full range of the curriculum. Regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's religion.

The role of the Headteacher

It is the Headteacher's responsibility to implement the school's equality and diversity policy, ensure all staff are aware of it and the fair application of the guidelines. The Headteacher is supported by the Governing Body in so doing.

The role of staff

All staff ensure that all pupils are treated fairly, equally and with respect, and that no child is discriminated against.

When selecting classroom material, staff pay due regard to the sensitivities of all members of the class. They aim to avoid material that is offensive to any group, to promote positive images and to challenge stereotypical views of minority groups.

When designing schemes of work, staff use this policy to guide them, both in their choice of themes to study, and in how to approach sensitive issues.

All staff challenge incidents of prejudice or racism. They report any incidents to a Senior Leader and it is duly logged. Sanctions are issued according to our Behaviour Policy.

Other action to ensure equality

To promote the knowledge, understanding, skills, values and attitudes necessary for equality and the elimination of discrimination the school will:

- use opportunities within the curriculum, extra-curricular activities and assemblies to promote positive attitudes towards cultural and ethnic diversity and differences;
- provide opportunities within the curriculum, appropriate to pupils' age and attainment, for them to understand and recognise discrimination and to challenge the myths and negative stereotypes that underpin discriminatory attitudes;
- ensure that learning resources which reproduce or reinforce negative stereotypes of people or communities from any background are not used;
- make use of the curriculum, extra-curricular activities and assemblies to affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities; and
- regularly monitor the curriculum to ensure that these learning opportunities are in place.

Strategic Development and Review

The Governing Body of the school will meet its requirements to ensure policies and procedures support equality and diversity by ensuring that:-

- There is an up to date policy in place
- That the impact of the policy is regularly reviewed.

Signed By



Chair of Governors:

Date: March 2015



Headteacher:

Date: March 2015