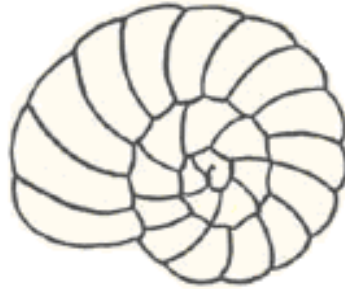


Equality and Diversity Policy

Coomb Briggs Primary School



Statement of intent

Our school is committed to providing equality of opportunity and anti-discriminatory practice for all pupils, staff and parents in order to promote community cohesion.

The school has adopted the **Local Authority's Corporate Equality Scheme** that covers all six equality strands, race, religion / belief, disability, gender, sexual orientation and age.

The policy provides an overview of how the six strands of equality will be addressed in this school.

Aim

We aim to:

- provide a secure environment in which everyone can flourish and all contributions are valued;
- include and value the contribution of all families and staff to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender, religion / beliefs, people with disabilities , different ethnic groups;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the school.

The legal framework for this policy is:

- | | |
|-------------------------|---|
| • Race | Race Relations Act 1976 as amended Race relations amendment act 2000 |
| ▪ Disability | Disability Discrimination Act 1995, SEN and Disability 2001, Disability Discrimination Act 2005 |
| ▪ Religion or Belief | Employment Equality Regulations 2003, Equality Act 2006 |
| • Gender (sex) | Sex Discrimination Act 1975 / amended Equality Act 2006 |
| • Gender (reassignment) | Sex Discrimination (Gender Reassignment) Regulations 1999 |
| ▪ Sexual Orientation | Employment Equality Regulations 2003 |
| ▪ Age | Employment Equality Regulations 2006 |

Methods

We have named people who coordinate and monitor our Equality and Diversity policy. They are Headteacher (Helen Redmond) SENDCO (Hayley Green) Senior Admin Officer (Brenda Carr).

Equality

Equality is central to the ethos and core values of the school. The school is committed to promote equality and inclusion for all and this is embodied in our school rule 'Always be sensible, polite and considerate' this applies to everyone regardless of Race, Religion, Disability or gender.

Equality – Race, Disability, Religion / Belief, Gender

We aim to:-

- Improve attainment among groups of boys and girls identified as underachieving;
- Monitor sanctions and aim to ensure equitable treatment for all ethnic groups;
- Address any form of sexist and homophobic bullying among children or adults;
- Deny stereotyping and or segregation;
- Promote an inclusive approach to children and the workforce;
- Promote gender equality;
- Use data to monitor issues related to gender, ethnicity and disability to inform policy making and target setting and ensure that sensitive issues of multiple inequalities are identified and addressed.

To ensure that all pupils achieve their best, according to capabilities, the school will:

Key Performance Outcomes

1. **Raising attainment closing achievement gap**

How

Use data sets, EYFS profile, FFT, KS1 and KS2 results ; use of Pupil Premium
Monitor patterns and trends in data;
Set individual learning targets.

2. **Improvements in good race relations**

How

Combat racial harassment and discrimination, challenging racism in all its forms
Promoting positive attitudes to life in multicultural, multi ethnic multi faith society celebrating cultural diversity;
Equipping pupils with the necessary knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they encounter.
Tackling Racist Incidents recording and reporting using LA pro-forma as well as entering the incident into CPOMS ensure everyone understands the importance of accurate reporting and satisfactory handling of incidents.

3. **Improved Pupil Behaviour**

How

Assess school ethos and action taken to prevent poor behaviour and attendance.
Negotiate individual learning plans for pupils.

4. **Parental /Community Involvement**

How

Valuing all members of the wider school community;
Promoting a close partnership with parents and the local community, with sensitivity and openness to experiences, aspirations and perspectives of those of ethnic minorities.

5. **A Fair and Open Admissions Policy**

How

Base admissions policy on a fair system. (LA admissions policy adopted annually)
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.

6. **Employment**

Outcome - A diverse and representative workforce

Due regard is taken to ensure equality on the grounds of gender, race, disability, religion, belief, age and sexual orientation.

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.
- We monitor our application process 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 people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking within a positive supportive framework.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Equity and excellence

To ensure all children have equality of opportunity and are able to succeed at the highest level possible, barriers to access and participation are addressed. Details of this are included in the school's charging policy and its approach to encouraging pupils from all backgrounds and abilities to take part in the services on offer.

Engagement and extended services

Opportunities are taken to engage and extend services through:-

- Effective working relationships with local schools
- Events both within school and within the Local Area Partnership;
- Development of effective working relationships with local service providers – Health (school nurse), Police (School Community Police Officer), Fire.
- Promotion of links with local sporting clubs.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage parents / carers to take part in the life of the school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.

Meetings / Communications

- Meetings are arranged to ensure that all families who wish to may be involved in life of the school, either through election to the Board of Governors, attending Open Evenings or participating in curriculum activities or workshops..
- Information about meetings is communicated in a variety of ways — written, verbal and in electronic form on the school's website — 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 broader society across 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 or 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 importance of recognising 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 Board of Governors 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 with equality.

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

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

The Board of Governors ensures that no child is discriminated against whilst in our school on account of their sex, disability, religion or race. So, for example, all children have access to the full range of the curriculum, and 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 cultural traditions.

The role of the headteacher

It is the headteacher's role to implement the school's equality and diversity policy, ensure all staff are aware of it and the fair application of the guidelines. They are supported by the governing body in so doing.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equality and diversity of opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The headteacher treats all incidents of unfair treatment and any discriminatory incidents with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and aim not to provide material that is offensive to any group, promotes positive images and challenges stereotypical views of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of themes to study, and in how to approach sensitive issues e.g. the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Other Actions 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 pupils to understand and recognise discrimination and to challenge the myths and negative stereotypes that underpin discriminatory attitudes;
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people or communities from any background";
- make use of the curriculum, extra-curricular activities and assemblies to positively affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities;
- regularly monitor the curriculum to ensure that these learning opportunities are in place.

Strategic Development and Review

The Board of Governors of the School will meet its requirements to ensure policies and procedures support equality and diversity by:-

- Ensuring there is an Action Plan for the implementation of the policy;
- its integrated into general school improvement plan;
- incorporates appropriate targets for action, in appropriate time-scales;
- ensures that the impact of the policy is regularly reviewed.

Overview of School's Responsibilities

	Illegal Discrimination Harassment victimisation	Duty to promote	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Incidents
Gender (sex)	Yes Since 1975	Yes	Yes	Yes	Yes		No
Gender (reassignment)	Yes 1975 act	No	Yes	No	No	No	No
Race	Yes 1976	Yes	Yes	Yes	Yes	Yes	Yes

Disability	Yes Since 1995	Yes	Yes	Yes	Yes	Yes	No Except bullying incidents
Sexual orientation	Yes Since 2003	No	Yes	No	No	No	No
Religion or belief	Yes Since 2003	No	Yes	Yes	No	No	No
Age	Yes Since 2006	No	Yes Unless 'objectively justified'	No	No	No	No