

Equality and Diversity

ST JOHN'S CE VA FIRST SCHOOL, FROME

Status

Statutory

Purpose

This policy should be taken as part of St. John's C. of E. VA First School's overall strategy and is implemented within the context of our vision of government aims and our values as a Church of England School.

This policy is required to ensure that the school complies with equality legislation. It addresses the related areas of Equality and Diversity, Inclusion, Equal Opportunities, and Disability Equality.

The school recognises that it must make special efforts to ensure that all groups prosper, including: girls; boys; children with special educational needs; gifted and talented children; those who have difficulties in accessing the school's facilities or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (eg. children in care); those who come from homes with low income; those who experience bullying, harassment or social exclusion; those with low parental support; those with emotional, mental and physical well-being needs; those who come from minority ethnic groups including travellers and asylum seekers.

Who was consulted?

This policy was developed through consultation with all sections of the school community, and with representatives of the wider community, in particular: staff, governors, the School Council and regular users of the school.

Relationship to other policies

This should be read in conjunction with the Racial Equality, Health and Safety, Curriculum, SEN, Safeguarding, and Behaviour and Discipline policies.

Inclusion

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We do this through the attention we pay to the different groups of children within our school, as listed in the introduction to this policy.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (for example, speech and language therapy and mobility training)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in preparing pupils to live in a diverse society?

Equal opportunities

As a school we are committed to promoting equal opportunities for all pupils and staff. As such:

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, sexual orientation, age, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- We promote the principles of fairness and justice for all through the education that we provide in our school, and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- Above all, we celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Disability equality

As a school we welcome our responsibilities under the Disability Equality Duty, to have due regard to the need to promote equality of opportunity between disabled people and others, to eliminate discrimination that is unlawful under the Disability Discrimination Act 1995, to promote positive attitudes towards disabled people, and to take steps to meet disabled people's needs.

These objectives are achieved in a number of ways. From a teaching perspective these include the following:

- In their planning, teachers aim to ensure that all children are included in all school activities
- Teachers ensure that work for children with disabilities takes account of their pace of learning, the equipment they can use, and the effort and concentration needed
- Where necessary, teachers will adapt an activity, or offer an alternative activity in order to successfully include the pupil
- Opportunities are offered to children with disabilities to allow them to take part in educational visits
- Assessment techniques are used that reflect the needs and abilities of the individual

From a monitoring perspective the means of achieving the objectives include the following:

- The school's disabled stakeholders will be consulted on an ongoing basis as to the effectiveness of this policy, in order to gauge how well the school is meeting these objectives. This would include pupils, staff, parents/carers, and members of local organisations that use the school's facilities.
- Any data gathered through this approach will be reported to governors, and an action plan created, if necessary, to address any issues that have arisen

Roles and responsibilities of headteacher

The headteacher will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates equality, diversity, and achievement
- promotes high expectations and positive attitudes towards all minority groups listed above
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections

The headteacher will also:

- ensure that equality-related are reported, analysed, and dealt with swiftly and effectively
- report any relevant details of such incidents to the governing body for monitoring purposes
- report to the governing body on any data gathered through the monitoring of our disability equality objectives

Roles and responsibilities of staff

All staff are expected to:

- actively implement this policy
- support the monitoring of the impact of this policy

Roles and responsibilities of governing body

The governing body will:

- incorporate equality targets into the school improvement plan
- encourage parents, carers and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods/services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- help create any action plans that are required as a result of the monitoring process

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality-related incidents. It will receive reports and data from the headteacher (for instance, in the form of the Headteacher's Report) that enable evaluation of the relevance of provision for dealing with equality-related incidents; that is, any incident which is perceived to contravene this policy.

Date established by governing body

14 November 2011

Date for full implementation

14 November 2011

Date for review

November 2014