



FULFEN PRIMARY SCHOOL

Equality and Diversity Policy

June 2014 – June 2017

To be Ratified by the Curriculum Committee: September 2014

Date of next review: June 2017

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Statement relating to Equality and Diversity

Fulfen Primary School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all involved within the school community.

Equality is a legal right for all of us. Equality is about fairness and removing barriers that affect opportunities. It is often associated with complying with the law on grounds such as gender, race, disability, age, sexual orientation and religion or belief. Equality does not mean that everyone receives exactly the same treatment, it means appropriate treatment.

Diversity is based on recognising and valuing difference than can impact on us all because we are all different in many ways in terms of our varied needs, ethnic backgrounds, age, cultures, lifestyles, skills and abilities, etc.

Through appropriate treatment of all, Fulfen Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values.

All school policies must be compliant with our Equality and Diversity statement. The following directly relevant policies and procedures support the School's implementation process:

- o Gender Equality Policy
- o Disability Equality Policy
- o Inclusion Policy
- o Race and Religion Equality Policy
- o Community Cohesion

What Sort of School are we?

Fulfen Primary School is a community primary school in Staffordshire County Council LEA, catering for pupils between 3 and 11 years old. The school is situated in Burntwood near Lichfield.

At Fulfen Primary School every child is important. We want your child's time at Fulfen to be a positive experience and hope that they look back on their time here as a very happy one. High self-esteem is encouraged, high expectations, standards and values are fostered and progress and achievement are positively monitored and celebrated.

Fulfen has many good qualities, the most important of these being a dedicated and caring staff who share a wealth of experience. In addition, we have excellent facilities in a beautiful setting and enjoy support from the local community. It certainly is an exciting time here at Fulfen where new initiatives are having a very positive impact on standards. In partnership with parents, we strive to ensure academic success and develop personal qualities in pupils of which we can be proud.

We strive to make our curriculum exciting, challenging and engaging and encourage children to be independent learners. We aim to provide every opportunity for children to apply Literacy, Numeracy and Information technology skills across their learning in addition to co-operative group work and presentation skills. We want all children to achieve the highest possible standards and make maximum progress in relation to their prior learning. It is our priority that we ensure children thrive here at Fulfen in every way and acquire skills to become lifelong learners.

Disability Equality Scheme and access Plan 2014 - 2017

We are also aware that our school has a duty to promote disability equality and also to publish a Disability Equality Scheme plan which explains how we are doing this now and what we plan to do over the next three years.

Introduction to the Disability Equality Scheme

Duties under Part 5A of the Disability Discrimination Act require the Schools Governing Body to:-

- Promote equality of opportunity for disabled people, Students, staff parents, carers and other people who use the school or may wish to.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Since September 2002 the Governing Body has had three key duties towards disabled student, under Part 4 of the Disability Discrimination Act.

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for students who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

1.0 The Purpose and Direction of the Schools Scheme

At Fulfen Primary School we are committed to establishing equality for all our pupils, their parents, staff and other users of the school. Our vision is to enable our children to "Lead the way to a brighter future" Central to this vision are the core elements set out in "Every Child Matters" in which we strive to further develop the Five Key Outcomes for each one of our pupils.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being The school acknowledges reasonable adjustments for disabled students, staff and parents/carers are essential to support pupils in achieving these outcomes.

The Disability Discrimination Act (2006) requires us to have due regard to the following duties in all that we do.

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate related harassment

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Success of the School's Accessibility Plan should therefore be measured annually against these outcomes. However, must also measure success in four other ways.

- I. Do disabled students, staff and parents/carers feel part of school life?
- II. Are they included by peers in all parts of school life?
- III. Do parents/carers feel that the child is part of school life?
- IV. Do staff feel confident in their ability to work with disabled students?

2.0 Involvement of Disabled Children and Young People, Staff and Parents

An understanding of the term "disabled" as defined in the Disability Discrimination Act is essential. The definition is broad, covering a wide range of impairments.

"someone with a physical or mental impairment (1) which has a substantial (2) and long term (3) adverse effect on his or her ability to carry out normal day to day activities".

- (1) includes sensory impairments or hidden impairments
- (2) more than minor or trivial
- (3) has lasted, or is likely to, more than twelve months.

In order to prepare to for this Scheme and the accompanying Action Plan, Fulfen School has:-

- Parental, pupil, staff and governor surveys were distributed to give the opportunity for disabled people to disclose their disability.
- Interviews with Children who had been identified as having additional learning needs
- School Council Involvement
- Visit by the Disability Access Officer

In the longer term, disabled people will be involved in the following ways:

- Parental surveys giving opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- Pupil surveys and interviews as part of the normal cycle of self- evaluation are also used to identify any issues relating to a child or young person's disability.

- Any disabled staff will have regular meetings with their Line Manager to discuss how the school can best enable them to work.
- Regularly review the progress of all children by SEN/Class Teacher.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child, and if needs be bring in an advocate.

When seeking the views of disabled people, we use their preferred means of communication.

3.0 Gathering Information

3.1 Accurate collection of information is vital for the school to make decisions about improving opportunities for disabled pupils, staff, parents and governors. A full understanding of the term “disabled” is crucial and a key action point is to raise awareness of this definition.

3.2 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures, admission forms and questionnaires). Data protection legislation will be observed in sharing this information. 9

3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

3.4 The information about disabled staff and pupils will be used to assess:

- The effect of our policies and practices on the recruitment, development and retention of disabled employees.
- The effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

3.5 The information about disabled parents and community users will be used to assess:

- The effect of our policies and practices on the involvement of parents in their child’s education
- The effect of our policies and practices on disabled users in community activities.

3.6 Information on staff will be analysed in respect of the representation of disabled people.

- In all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- At all levels of seniority in the school;
- Amongst those awarded Teaching and Learning Responsibility Payments;
- As permanent or temporary members of staff, full or part time or casual staff;
- In training and professional development opportunities
- In disciplinary and capability proceedings
- In harassment and bullying procedures;
- As contract staff, for example: contract cleaners and agency supply teachers;
- Among those who take sick leave;
- Among trainee teachers on placement at the school; and
- Among those leaving the profession early

3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- Attract a wider field for recruitment, including disabled people
- Retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people.
- Develop in-house expertise about what disabled staff and/or pupils may require;
- Provide role models for children and young people.
- Bring different life experience and new skills to the school, and
- Help foster good relations with all employees by showing that everyone is valued and treated fairly.

3.8 When necessary we will use the services of Access to Work (see Appendix A) to ensure we make very reasonable adjustment to meet the needs of disabled staff.

3.9 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:-

- Opportunities for disabled learners to take position of responsibility;
- Satisfaction and enjoyment levels across a range of school activities;
- Involvement in after school clubs and activities

3.10 Information collected about disabled parents will contribute towards the understanding how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:-

- Use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- Ensuring disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. When attendance is not possible because of a disability, make alternative arrangements;
- Give disabled parents priority when arranging events and meetings for example by considering seating arrangements for a school drama production;
- Give disabled parents preferential parking rights;
- Ensure the needs of young carers are met.

3.11 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

3.12 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take full and active part in community activities. It is our aim to:

- Encourage community groups to ensure their activities are accessible;
- Give due regard to disabled community users when revising school policies and procedures.

4.0 Impact Assessment

A disability equality impact assessment involves a systematic approach to the analysis of the effects of the disability equality scheme. Analysis will be conducted in the following ways:

- Impact assessment - release of the draft scheme to staff and parents in anticipation of feedback.
- Presentation of the scheme to the Governing Body
- Regular reviews of the scheme and adjustments made as necessary – by the very nature of the disability definition, regular updates of information are inevitable. This may well require reasonable adjustments to be made in support of an individual's needs. The scheme's effectiveness can then be assessed by these individuals.
- The disability equality scheme will form part of the information required when revising all school policies
- As with all statutory school policies, it will be reviewed annually in its three year life span

5.0 Planning for Action

The school's priorities will be changed and reviewed according to need. They are based on the information we have collected about our disabled stakeholders, feedback we have received from them and an assessment of our impact of current policies on disability equality.

5.1 In line with the DRC guidance, our initial Action Plan includes information on:-

- Improving information gathering mechanisms,
- The mapping of policies and practices and
- How the involvement of disabled pupils and disabled adults can be facilitated.

5.2 The priorities for the schools scheme will in future be set in the light of:

- An examination of the information that the school has gathered;
- The messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme and
- An assessment of the impact of current policies on disability equality.

5.3 In writing our Action Plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

5.4 Annual Reporting

Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:-

- Information gathered during the year;
- How that information was used;
- Action points completed during the year and those that are ongoing.
- This report will be published in the Headteachers Report to Governors each term.
- The person responsible for producing the Annual Report is Miss Jane Davies, Headteacher.

6.0 Implementation

6.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the Governor's each term by the Headteacher, Miss Jane Davies

6.2 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our School Improvement Partner and with Ofsted when the school is inspected.

6.3 Our Scheme will be published

- On the school's website
- It will be available in paper format to anyone on request

6.4 Reviewing and Revision of the Scheme.

As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plants for the next scheme. This process will again:

- Involve disabled pupils, staff, parents and governors, and
- Be based on information that the school has gathered.

The scheme will be reviewed in 2017. The DDA Governor, will be responsible for initiating the review of this scheme.

FULFEN PRIMARY SCHOOL



Gender Equality Scheme

June 2014 – June 2017

To be Ratified by the Curriculum Committee: September 2014

Date of next review: June 2017

Foreword

At Fulfen Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching.

We will aim to provide our pupils with a firm foundation which will enable them to fulfill their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Fulfen Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme outlines how we will promote the gender equality duty in our school and sets out our priority areas and action plan for the next 3 years.

The Gender Equality Duty

The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duty

To support progress in delivering the general duty, there is also a series of specific duties. Those specific duties include the following activities:

- Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our gender equality objectives which will form the basis of our Action Plan.
- Gather and use information on how our school policies and practices affect gender equality — both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the school website/school newsletter
- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders
- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified
- Monitor and review our progress, reporting on our progress annually
- Review and revise this Scheme every three years

How we will meet the General Duty & Specific Duty

The production of this Gender Equality Scheme provides us with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Gender Equality Scheme for our school.

We recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

Our school recognises that our Gender Equality Scheme needs to provide a clear framework to help us identify objectives, and plan, deliver and evaluate. The following are key areas to tackle gender issues and ensure that we meet the duty.

Identifying Gender Equality Issues and Objectives

In order to identify and understand the major gender equality issues and objectives in our school we have gathered evidence on the profile of the school and relevant gender information.

Our school has a difference in the split of boys (131) and girls (110) though the proportion of males on the teaching staff is fairly low with only 2 male out of 14 teachers and 0 out of 11 non teaching staff.

Equality Impact Assessments

To meet the duty it is essential that gender impact assessments are undertaken and published for all new or changed policies. The Equality of Opportunity Commission (EOC) guidance suggests the policies which schools should impact assess include those relating

- Curriculum
- Admissions
- Uniform
- Discipline
- Bullying
- Sports
- Every Child Matters objectives
- Careers / work experience
- National Healthy School Status

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We have both a boys and girls football team and all children are invited to join school clubs. The impact of policies will be assessed through the use of questionnaires to all stakeholders as well as individual interviews.

The main questions for assessing the impact of all our school's policies — giving special attention to pupils' attainment levels — are shown in Appendix A.

Eliminating Harassment and Bullying

Our anti-bullying policy has the following aims:

Our aims and objectives in formulating this statement are:-

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.
- To ensure that all pupils and staff are aware of this Policy and fulfill their obligations to it.

Information, Performance and Evidence

We will collect evidence on pupil performance in reading, writing and maths as well as information relating to the five outcomes of every child matters taken from our register of child protection children.

We ensure that we analyse the RAISE Online information for anything that would indicate gender issues in our curriculum provision. We also have provision within our tracking system to filter out information specific to different groups, including boys and girls.

We will collect information from school internal tracking as well as RAISE Online and by data taken from the vulnerable children's register. Attendance at after school clubs will also form part of the data we use.

We ensure that all staff are aware that in analysing data, gender is one of the most important issues to address. We also analyse planning to see if there are any gender issues apparent.

We will look to see if there is one group that appears to be favoured over the other in the planning, resources used, the teaching styles employed and the outcomes achieved.

Once information has been gathered from our main sources we will then use this to plan for training activities and courses for staff. Information may lead to the conclusion that we need to review the resources used in school in which case a budget will be set aside and this will form part of an action plan.

Within the tracking system of school data there is the facility to be able to analyse data on the basis of gender. We look also at the local analysis of information to match our results to similar schools within Staffordshire to establish whether there is a bigger difference in our school between boys and girls performance. This is also done with the national analysis of our returns through RAISE Online.

We have recently conducted an audit of reading resources in school to ensure that we have material that is interesting to boys.

We intend to review other curriculum materials as and when they arise in the development cycles of the school.

Be Healthy

We will ensure that all children take part in curriculum sporting activity and analyse assessments for any gender bias.

We will keep a register of children attending clubs and encourage children of under-represented groups to join.

We will ensure that all children take part in playtime activities regardless of gender.

We will ensure that in promoting healthy eating that any materials used are gender neutral, We will ensure that parents of all children regardless of gender are invited to attend meetings prior to sexual health lessons and that all children attend if their parents are agreeable.

In the course of our set lessons on PSHE delivered by our consultancy partners we ensure that children are given the opportunity to explore the different reasons that both boys and girls have for starting to take drugs, begin smoking or drink alcohol.

It is our policy that children speak properly to each other and that name-calling is always challenged. We ensure that there are playground buddies on duty so that children with any problems will have someone to talk to straight away.

Stay Safe

Our Anti-Bullying policy is in place and reviewed regularly. Positive relationships are focused upon in all our work at Oakridge and lesson observations have shown that children choose their learning partner based upon who they will work well with rather than gender. Children view everyone in their class as a learner. We have themed assemblies during the year where we focus on positive relationships between children.

Discrimination is always challenged in school and racial discrimination is reported to the local authority.

Our school has a zero tolerance of violence and all incidents are investigated and dealt with.
Enjoy and Achieve

We analyse data to ensure that our teaching does not promote a gender bias in the outcomes.

We review curriculum materials regularly to ensure that there is equality of opportunity. We have a separate football team for girls to ensure that they can participate in local leagues as well as mixed teams and clubs which are evenly attended by both boys and girls. School productions are carefully chosen to ensure that they appeal to both boys and girls. Our tracking system provides the opportunity to analyse our results to check for any gender issues in outcomes. There is a clear gender difference in both maths and writing.

There has been no gender differences in our exclusion figures and the exclusion policy has been reviewed to ensure that there is no bias in its operation.

Make a positive contribution

The 'Star of the Week awards' are monitored to ensure that over the year there is an even number of boys and girls receiving certificates.

SEAL materials are to be used in school to promote positive relationships in school.

We ensure that there is a balance of boys and girls on the school council.

Employment

Many of our staff live in the local community and are representative of it. Most (94%) of our staff are female with all teaching assistants and lunchtime staff being female. We do encourage men to apply for jobs. The School has reviewed the job profiles of staff to ensure that pay is fair. There is a positive working culture for pregnant employees. There is no bias or discrimination against employees who are undergoing gender reassignment and we encourage applications from all members of the community including members of the trans community.

The Governing Body

Governing body meetings are made accessible to both genders by being set at a time that suits everyone. Parent Governors provide sound links between the governing body and parents.. The governing body consults with the parents of the school through specific parts of questionnaires that go out.

Parents/carers

We encourage both male and female parents/carers to parents' evenings and provide two appointments in situations where they cannot attend together. In transition meetings or meetings to do with formal assessments meetings are held late enough for all parents/carers to attend.

School Facility Lettings

We let the school building to a Karate club and a girl guides group.

Contractors & Procurement

When we procure goods or services from external suppliers we consider whether the procurement could affect our duty to eliminate discrimination and harassment and promote equality of opportunity between girls and boys, men and women. Our contracts include conditions requiring our contractors to comply with the Sex Discrimination Act and similar compliance by any sub-contractors.

Consultation; publishing; staff, pupils and parent development

This policy has been drawn up in consultation with staff. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality. We have also drawn up earlier consultations,

Copies of this policy are available on request and on our website.

A brief summary of the main points of the policy is made available in age-appropriate ways to our pupils during assemblies and in the PSHE curriculum.

Reviewing/Monitoring Review of this policy will be conducted by the health and safety committee of the governing body every three years. Timescales for the achievement of objectives set are listed in the action plan.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

First Report to staff and parents: January 2009

Reviewed Date: June 2014

Review June 2017

Gender equality Action Plan follows and attaches to the policy.

Signed: (Chair of Governors)

Date:

Appendix A

Impact assessment guidance

- Do we help all of our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between male and female pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be under achieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?

We need to review all policies to ensure that they help to promote equality and harmony.

What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

- To answer these questions we will consider the following:*
- Collecting and analysing relevant monitoring and other data*
- Talking to parents, pupils and staff to find out their needs and opinions*

• Carrying out surveys or special research
Pupil and parent questionnaires will be used to determine the effectiveness of our policies in anti-bullying.

We will use the results of these assessments to:

- Re-think our equality aims, targets and strategies*
- Influence and guide our planning and decision making*

Further guidance is available at:

www.intra.staffordshire.gov.uk/equality/needs/toolkit where you will find a toolkit and guidance document.

Race and Religious

Equality Policy

Introduction

The Race Relations Amendment Act 2000 places a new GENERAL DUTY on all public authorities to promote race equality. This general duty includes schools. The aim of the general duty is to make race equality central to the way schools work, to how they carry out their work and to all areas of their work. In particular, the general duty should influence all policy-making, service delivery, regulation or enforcement and employment practice.

The School's Commitment to Race and Religious Equality

Aims:

- ensuring that all pupils and staff are encouraged and able to achieve to their full potential;*
- respecting and valuing differences between people*
- preparing pupils for life in a diverse society;*
- acknowledging the existence of racism and taking steps to prevent it;*

- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- promoting good relations between different racial groups within the school and within the wider community;
- ensuring that an inclusive ethos is established and maintained;
- opposing all forms of racism, racial prejudice and racial harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

This policy contains explicit and specific statements which reflect the school's commitment to promote race equality.

Any racial incidents are logged in the schools racial incidents report form book. (See Appendix 2)

Leadership and Management

All the school policies reflect a commitment to equal opportunities, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) wherever applicable are appropriately targeted and monitored.

Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based on strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any occurrences of discrimination or harassment.

Steps are taken to encourage people from under represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

Boys and girls;

Pupils learning English as an additional language;

Pupils from minority ethnic groups;

Pupils who are gifted and talented;

Pupils with special educational needs;

Pupils who are looked after by the local authority;

Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs. 31

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupil progress.

School Ethos

The school opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

The school caters for the dietary and dress requirements of different religious groups.

The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.

The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observance which includes staff as well as pupils.

Provision is made for pupils on extended leave so that they are able to continue with their learning.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

13. Partnership with Parents and the Community

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.

The Head teacher will ensure that all staff are aware of their responsibilities under the policy.

The Head teacher will be responsible for co-ordinating work in equal opportunities.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated by Miss Jane Davies who is responsible for Equal Opportunities and race relations.

Date of policy: June 2014

Date of review of policy : June 2016

Date of next review: October 2017