



EQUALITY AND DIVERSITY POLICY

Introduction

Thorntree Primary School is a welcoming and caring school in an area of high unemployment and social disadvantage. Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment, which is free from bullying, harassment and prejudice to enable everyone to reach their full potential. We are committed to providing social inclusion and equality of opportunity for all.

Our Understanding of equality of opportunity

Equal Opportunities is, above all, about equality of access. We consequently aim to create a school community characterised by fairness and justice. Equal Opportunities is also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups can develop in the ways they choose.

Most commonly, equal opportunities has something to do with everyone having the same chance to develop themselves to their full potential. Factors such as age, disability, gender, marital status, race, religion, socio-economic background and sexual orientation should not dictate an individual's opportunities.

Equal opportunities is about maximising the potential of all the members of our school community irrespective of their socio-economic background. Equality of opportunity allows us to make life choices and to develop talents thereby ensuring no-one is disadvantaged or discriminated against.

Equal opportunities is entrenched in everything we do and should be addressed and embraced by everyone.

Aims and Objectives

As a result of this policy we will:

- Ensure that all members of the school community feel safe, secure and happy
- Ensure that equality of access to all aspects of school life exists for everyone
- Actively develop the self-esteem and the self-respect of all members of the school community
- Ensure that educational provision is relevant and accessible to our increasingly diverse society
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, race, religion, and belief, socio-economic background and sexuality
- Actively engage the support and the commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swan Report into the Education of Minority Ethnic Children
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality

- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
- 2005 Disability Discrimination Act
- 2006 Equality Act
- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on social inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration)

Guidelines, Disability:

Pupils with disabilities/learning Difficulties/ special needs will :

- Have opportunity to access all the facilities and the resources available within the school
- Have a fully integrated education alongside other pupils
- Be given if necessary, additional support to ensure that they fulfil their potential
- Be provided with an education appropriate to their age, aptitude and ability
- Have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:

- Detailed records are kept of the academic progress being made by pupils with disabilities/special needs/learning difficulties
- Staff work in partnership with parents and carers to ensure that pupils with disabilities/special needs/learning difficulties benefit fully from their time spent in school
- Resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- Early intervention, target setting and regular monitoring of pupils with disabilities/special needs /learning difficulties is routine practice

- Appropriate use is made of local authority support services and other external providers of support to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential
- The early identification of pupils with emotional behavioural difficulties takes place. Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

Guidelines, Gender:

- Registers will not separate boys from girls because pupils will be listed alphabetically
- All pupils will have equal access to all curricular opportunities and activities
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls diminishes
- All pupils will be expected to work together in a constructive and positive manner
- Staff will ensure that boys do not dominate such things as the playground, the construction toys, the climbing apparatus, or computers, and that girls do not dominate such things as the home corner or the dressing up clothes
- New resources will be vetted to ensure that they show girls, boys, women and men involved a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do.
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Pupils will be discouraged from using sexist language and commended when they challenge such language
- We expect exactly the same standards of tidiness and politeness from boys as from girls

Guidelines, Race:

- When appropriate, the curriculum will celebrate cultural diversity and promote racial harmony
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special.
- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about ethnic origin, first language and religion of all pupils
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality
- A race equality file will be assembled which includes all the relevant policies and guidelines, examples of lessons which address race equality issues; relevant articles from magazines; and photographs of activities, visits or visitors reflecting cultural or racial diversity

Guidelines, Age, Belief, Religion and Sexuality:

- All pupils will be expected to work together in a constructive and positive manner
- Pupils will be discouraged from using ageist and homophobic language, and language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential

- Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- Resources will portray people of all ages, beliefs and religions in ways that are positive and non-stereo-typical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner
- As a school we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

Guidelines, Socio-economic background:

- Pupils will be provided with “real life” opportunities and a curriculum enriched by visits and visitors
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential
- Children’s academic achievement will be tracked according to socio-economic background and appropriate interventions will be provided to ensure the gap closes between pupils of differing socio-economic backgrounds
- Lessons will be used to promote aspirations
- People will be welcomed and valued regardless of their socio-economic background
- Visitors to school will promote choices, freedoms and aspirations for all, regardless of socio-economic backgrounds

All pupils irrespective of age, disability, gender, race, religion, and socio-economic background

- Will have access to the same broad, balanced and relevant curriculum
- Will have access to all the facilities and the resources within school
- Will be involved in decisions made about their care and education
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality

Monitoring and evaluation

- Staff and Governors will monitor the Equality and Diversity Policy once a year. Four years following its adoption the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

Policy Adopted by the Governing Body: Spring Term 2017

Review date: Spring 2018