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Equality and Diversity Policy

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1. Principle

The school shares Northumberland County Council's commitment to making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school. (*NCC Equality and Diversity Policy 2005*).

This policy ensures that the school complies with equalities legislation (Appendix 1) and satisfies the Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice.

2. Aim

The aim of this policy is to provide an overall framework for the school to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion by creating opportunities for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity

Legislation identifies 6 equality strands as a structure for this framework:

- Race
- Gender
- Disability
- Religion/belief
- Sexual orientation
- Age

3. Commitment to Equalities and Diversity

This school is fully committed to discharging all of its equalities duties for all pupils, employees, parents and visitors to the school site.

The Whitley is an inclusive school where individuals are valued and diversity celebrated. We believe that all children, regardless of race, religion, gender or disability, should have equal opportunities and we aim to prepare pupils for their place in society by enabling them to appreciate the richness of different cultures and to respect and value the beliefs and views of others.

The Local Authority is considered to be a key partner in the development of school policy as it discharges its role which is to support all schools and other educational institutions to become more inclusive, through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well-being of every child matters. (*School Improvement Service, Children's Services, NCC*)

The school will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille, on tape and in community languages other than English.

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The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.



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The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

4. Implementation

The aims will be achieved strategically by aligning this policy with priorities identified in the School Development Plan. The school will develop appropriate support and training and make it available for all staff, including Governors, to develop their practice in equalities and diversity work.

5. Links to Existing School Policies and Practice

The policy is based on our strategic priorities, which is reflected in a range of documentation including:

- School Development Plan
- School Profile
- SEF
- Extended Services File
- Accessibility Plan
- Admissions Policy
- Curriculum Policy
- Behaviour/Anti Bullying Policy
- Special Needs Policy
- Race Equality Policy
- PSHE/Citizenship Policy
- SMSC Policy
- Equality of Opportunity Policy
- Pay Policy

Race

- The curriculum will be used to promote race equality and to celebrate cultural diversity through whole school and year group projects, assemblies and a programme of visits and visitors.
- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Members of all ethnic and cultural groups will be welcomed and valued
- Pupils will have opportunities to study issues relating to prejudice and discrimination.

Disability:

- The school is committed to early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties.
- Children with disabilities will be given extra help and support to ensure that they fulfil their potential and will be provided with an education appropriate to their age, aptitude and ability
- Detailed records will be kept of the academic progress being made by pupils with disabilities
- Staff will work in partnership with parents and carers to ensure that children with disabilities benefit fully from their time in school
- Appropriate use will be made of Local Authority support services to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential.
- Gifted and talented pupils will be given additional support and encouragement required to ensure that they fulfil their potential.

Gender:

- We aim to develop each child's full potential regardless of gender.
- The achievement of children will be carefully monitored to ensure that any gender gaps are understood and addressed.
- Boys and girls will have equal access to all lessons and sports activities
- Children will be given activities which encourage competitive and collaborative skills in equal measure.
- Staff will use opportunities which arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes.

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Community Cohesion:

- The inclusive nature of the school ensures that all members of the school community feel valued, respected and supported.
- Strong and positive relationships are developed between people from different backgrounds within the school and the wider community.
- Through curriculum work pupils are encouraged to learn to understand others, value diversity and promote shared values.
- High standards of behaviour and a sense of personal responsibility is promoted within the school



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Age, Sexual Orientation, Religion/Belief:

- People are equally valued, regardless of their age, religion/belief or sexual orientation
- Children will be discouraged from using offensive, ageist or homophobic language of any kind
- All incidents of bullying and harassment, including bullying and harassment based on age, sexuality, religion and belief will be dealt with in an effective and consistent manner.

6. Recording, Reporting and Responding to Racist Incidents

The school has procedures in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document Recording, Reporting and Responding to Racist Incidents: Information for Schools

7. Monitoring and Evaluation

Progress of relevant action plans outlined in the School Development Plan will be monitored and reviewed annually by staff and governors and the policy updated accordingly. Updating will also take into account changes in the law, government policies and Local Authority priorities.

Data used for evaluation will include:

- Data by gender, age, ethnicity and disability on:
 - pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from school
 - exclusions from areas of the curriculum, including school trips and extra-curricular activities
 - punishment and rewards
 - staff recruitment, retention and career development
- Analysis of racist incident report forms
- OfSTED reports on the school's educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority

In addition the school will monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion

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