

**School
Equal opportunity and Diversity Policy**

Date Adopted	
Next Review Date	

Introduction

At St Anne's School, we believe that everyone has the right to equal opportunities. We believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides.

St Anne's has a community of children, and young people, parents, carers, staff, governors and local partners. We ensure that our curriculum reflects the diversity of the wider society, and not just our local groups. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge, in everyone, stereotypes and assumptions, and actively seek to combat all forms of discrimination.

The school's staff and governing body recognise the importance of the school's role to create opportunities for pupils' achievement and enabling every child to achieve their potential thereby making a contribution to long term community cohesion. By community cohesion, we mean working towards a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

We will endeavour to contribute to building community cohesion by continuing to promote equality of opportunity and inclusion for all groups of pupils within a school. The school will also continue to promote shared values and encourage our pupils to actively engage with others to understand what they all hold in common.

The school's contribution and commitment to community cohesion is apparent throughout the school; in its teaching, learning and the curriculum, its equity and excellence and its development of extended services.

Equal Opportunities

Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, and background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within the school.

Within our school we are aware that specific groups of children may be more likely to underachieve.

These groups are :

- More able and talented pupils
- Pupils with PMLD
- Pupils with ASD and complex needs including behaviour difficulties

For this reason our pupil tracking systems focus on these groups

Our Commitment

- We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.
- We promote the principles of fairness and justice for all through the education we provide in our school.
- We ensure that all pupils have access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

- We ensure that all recruitment , employment, promotion and training systems are fair to all , and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice wherever it occurs.
- 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 experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Respect for Diversity

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur we will act immediately to prevent any repetition of the incident.
- We endeavour to make our school welcoming to all within society.
- We promote an understanding of different cultures through the topics studied by pupils and we reflect this in the displays of works shown around school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festival, the children study the importance of Diwali to Hindus and Sikhs.
- Should anyone at our school be a victim of racism or discrimination we will do all we can to support that person in overcoming any difficulties they may have.

The Role of Governors

- The governing body has set out its commitment to equal opportunities 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 governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, or race.

The role of the Head teacher

- To implement the school's equal opportunities and diversity policy the head teacher is supported by the governing body in so doing.
- To ensure all staff are aware of the school policy and that teachers apply these guidelines fairly and in all situations.
- To ensure that all appointment panels give due regard to this policy.
- To promote the principle of equal opportunities and diversity when developing the curriculum, and promoting respect for other people in all aspects of school life.
- To treat all incidents of unfair treatment and any discriminatory incidents with due seriousness.

The role of class teachers

- To ensure that all pupils are treated fairly, equally and with respect.

- When selecting classroom materials, to pay due regard to the sensitivities of all members of the class and not to provide material that is racist or sexist in nature.
- To strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics, and in how to approach sensitive issues. So for example, history topics in our school include significant examples of contribution women have made to development in this country history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia 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 and draw them to the attention of the head teacher. Teachers support the work of teaching assistants and encourage them to intervene in a positive way against the occurrence of discrimination.

Monitoring, Evaluation and Review

The governing body monitors the effectiveness of this policy by:-

- Monitoring the progress of groups of pupils in the school and comparing it to the progress made by other pupils.
- Monitoring the recruitment processes.
- Requiring head teacher to report annually on effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunities and diversity issues from pupils, parents, or staff.
- Monitoring schools behaviour and exclusion policy, so those pupils from minority groups are not unfairly treated.