



Equality and Diversity Policy

Approved:

October 2016

Governing Body



Introduction

This Equality and Diversity Policy outlines Ryhill Junior, Infant and Nursery School's commitment to a common set of values that promote equality in all its activities and interactions.

Aims and Principles

Equality at Ryhill Junior, Infant and Nursery School is central to all aspects of school life and is the responsibility of every member of the school and wider community to promote this value. Every member of the school community is, and should feel; safe, secure, valued and equal to all others.

It is a key principle that all people are treated the same irrespective of their ethnicity, gender, disability, religious beliefs, sexual orientation, age or any other of the protected characteristics detailed in the Equalities Act 2010.

Our school is committed to advancing and achieving equality of opportunity for all pupils, parents/carers, staff, governors and visitors. We believe that all people are equal and are entitled to equality of opportunity and that diversity improves our community and learning environments.

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Values and Standards

The following Values and Standards are applied in order to work to the aims and principles of this policy:

- Mutual respect of people
- Tolerant and respectful behaviour towards others
- Recognising and valuing diversity
- Equality legislation compliance
- Elimination of prejudice and unfair discrimination, either directly or indirectly
- Equality and social justice
- commitment to inclusive education, in which a broad curriculum enables and supports all students to develop their full potential
- commitment to the positive development of all staff and governors



Promoting Equality

Curriculum and Learning

Pupils at our school will access a broad curriculum that strives to give each and every individual all reasonable opportunities to succeed. This will be achieved through:

- Strategic planning of the curriculum to reflect a commitment to equality
- A curriculum that prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school and beyond
- Opportunities in the curriculum to explore concepts and issues related to identity and equality
- The use of learning materials which positively reflect a range of cultures, identities and lifestyles
- The promotion of attitudes and values that celebrate and respect diversity and challenge discrimination
- Acknowledging that pupils learn and develop throughout their school career and will have different experiences to draw on.

Achievement and Expectations

Fair but high expectations for achievement for all pupils is expected regardless of age, gender, ethnicity, ability, social background or sexual orientation. To secure the best outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify and monitor the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods will be used throughout the school to ensure that effective learning takes place at all stages
- All pupils are actively encouraged to engage in, and take responsibility for, their own learning.

We aim to work in partnership with parents/carers. To promote that we aim to:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school.
- Maintain good channels of communication e.g. through parent surveys, newsletters, social media and on our website.
- Ensure that parents/carers of new pupils are made to feel welcome.



Staff Recruitment and Development

- All posts are advertised widely and fairly so that a wide range of applicants can access openings
- Those leading recruitment and selection processes are trained as necessary and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Opportunities for professional development is fair and reflects an ethos of equality
- This policy and school practices will be covered in all staff inductions

Bullying and Harassment

Bullying or harassment of an individual or group is unacceptable within our school community. Procedures for dealing with bullying incidents are monitored by the Headteacher. There is a separate policy for dealing with persistent or vexatious complaints.

Responsibilities and Accountabilities

The Governing Body are responsible for:

- Ensuring school complies with equalities legislation
- Ensuring this policy is reviewed and updated, as necessary

The Headteacher (and Senior Leadership Team) is responsible for:

- Leading with a consistent, professional and high-profile approach to equality and diversity
- Advancing equality and diversity inside and outside the school
- Overseeing the implementation and day-to-day compliance and monitoring of the Equality and Diversity Policy
- Overseeing the development of staff to ensure they are aware of their role and responsibilities with respect to equality.

All School Staff have responsibility for:

- The implementation and compliance of the equality policy
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping appropriately
- Ensuring that they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation.

Equality Objectives

Target	Strategy	Impact Monitored
School activities, clubs or visits are accessible to all.	All school activities, clubs or visits are planned so that they are equally accessible to all pupils regardless of their age, disability, sex, sexual orientation, faith or other protected characteristic	100% of school activities visits and clubs will be planned so as to allow all pupils (in relevant classes) to access equally. In particular, the school will have no requirement to seek exclusion of any pupil from an activity for any reason associated with a protected characteristic whatsoever.
To promote increased understanding of the different faiths represented in school and beyond.	Assemblies to share stories and investigate beliefs from identified faiths. Whole school focus week to investigate aspects of identified faiths.	Pupil consultation and establishment of prior knowledge as part of RE lessons; pupil feedback and evaluation after focus week.