



St Andrew's CE VA Primary School



Together, we love, we learn, we shine.

Equalities and Diversity Policy

At St Andrew's CE VA School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should know that everything is fair and that everyone is treated fairly and has the same entitlement as every other child or person. They know this by what is said and what happens at operational level. Equality and diversity issues are integral to all we do at St Andrew's. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational needs, they should say so and the whatever has happened can be looked into and the issues that emerge addressed. Employment practices are fair and transparent and the school works within the expectations set out by the local authority (LA) as well as what is set out in the 'Comprehensive equality and diversity policy' of the LA.

Although the head is ultimately responsible for ensuring that discrimination does not occur, ALL employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements' (Equality and diversity policy LA December 2008)

Valuing diversity

We believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We believe we are a community of communities. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination Human Rights. Race Relations Act etc., discrimination still exists and it is for us to ensure that we try to ensure it does not exist here but, when and if it does, that children and adults are given the strategies to deal with it, know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated. Sometimes help has to be given to allow those in school to express what they want to say in a polite but firm way.

Aims

- To provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- To instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- To nurture cultural, religious and linguistic diversity
- To be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- To ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- To ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults
- To ensure members of the senior leadership team hear about any issues which go against the policy in order that they can deal immediately with any kind of discrimination, name-calling or bullying, whether it is linked to race, culture, sex, religion, social class, sexual orientation, disability (or any other condition), special educational need etc.

Equality Issues In Relation To Race

We believe it is important that the children feel proud of their culture, language, religion and skin colour and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of our country and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

Equality Issues In Relation To Religion

We teach our children/adults to understand and value the religions and religious beliefs and practices of peers.

The festivals of all religions represented in the school (and those not represented in the school) are discussed and celebrated and both children and adults are made aware of the variety of places of worship (Church, Gurdwara, Mandir, Mosque, Synagogue, Temple) and

religious books (such as the Bible, Koran and Talmud) and religious practices. Children, families and members of staff know that religious days needed (in order to celebrate a particular festival/s) are looked upon very positively.

Equality Issues In Relation To Gender/Sexual Orientation

We are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We oppose stereotyping and aim to provide a curriculum where girls as well as boys have EQUAL access to ALL areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (at times of recruitment for adults – for example -) are not discriminated against and recruitment practices are fair and transparent.

Equality Issues In Relation To Children/Adults With Special Educational Needs and Disabilities

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that they can be effectively used in meeting the above needs.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We are fortunate that all parts of our internal school building are accessible to children and adults with physical disabilities and we are aware of the need for the sensitive organisation of the classroom areas as individual children's circumstances may demand.

Realistic expectations and the avoidance of stereotyping is practised by all our members of staff. Individual pupil progress is monitored and assessed regularly and strategies modified accordingly so each child is given the maximum chance of achievement; the same is true for adults! Close links with the parents/carers of children with special educational needs are maintained and the expertise of our SENCO, and of the relevant outside agencies such as the Educational Psychologist, Speech and Language Therapist etc are utilised to assist us in meeting the needs of the children.

Members of staff with additional needs and/or disabilities are supported by a whole school awareness of individual needs.

Staffing

All our members of staff are aware of our school's stance on equality issues and are required to adhere to what is made clear in our policies and in our induction processes which all members of staff/volunteers etc take part in. We circulate the school's stance on issues of equality and diversity at regular intervals throughout the school year, as part, for example, of the briefing. Our school makes sure that we recruit those most suitable for the positions advertised or required. We support applications from **all** staff (including those from ethnic minority backgrounds) in terms of promotion and to posts of responsibility within the school. We aim to nurture and build a diverse and representative workforce, treat all employees fairly and ensure no-one is discriminated against. All members of staff are selected on merit and based **ONLY** on their skills, abilities, experience and qualifications in order to carry out their responsibilities. Any member of staff is able to challenge and report inappropriate behaviour. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to. The dress code disadvantages no-one in the school – whether the school uniform policy (for children attending school) or the dress expectations for staff.

Liaison with the Wider Community

We involve outsiders in the following ways:

- We invite and encourage visitors in – speakers who come from a variety of cultures, both men and women, able-bodied and disabled
- We take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g local places of worship

Parental/Volunteer Involvement

St Andrew's is an open and welcoming school and parents/ carers are encouraged to become involved. We value the contributions any parents/volunteers make to our curriculum.

Open evenings and curriculum evenings are a feature of the school year. Regular letters and communications home keep parents and carers informed of school events and activities. Translators are always welcomed at parents' evenings and we make every effort to ensure communications are good.

Cross-Curricular Issues

We aim to ensure that issues of equality and diversity are central to the curriculum and to what we do at St Andrew's and that the programmes of study reflect the interests and backgrounds of all the children. Books and resources are screened for appropriateness.

We monitor carefully in order to ensure our policy is working at the operational level.

Reporting Things Anonymously/Whistleblowing

Even if children or members of staff do not want to name themselves when reporting things, or be identified, there are mechanisms for this to occur. For example children can put whatever they want, to bring to someone's attention, in the 'How I am feeling' box and use the slips to do so (as can adults) and adults can use the whistle blowing arrangements which are in place, fully publicised and reviewed, yearly.

Evaluation and Review

The evaluation and review of our Equalities and Diversity Policy happens bi-annually, as well as if an incident occurs that warrants a review of the policy.

Signed by the Chair of Governors *P Richardson*

Date 14 January 2019

To be reviewed September 2020