



Gastrells Community Primary School

Equality and Diversity Policy

Adopted March 2018
Review March 2019

To be reviewed by Standards Committee

Statement/Principles

The policy outlines the commitment of the staff and governors to promote equality and diversity. This involves tackling the barriers which could lead to unequal outcomes. The school is thus committed to ensuring that there is equality of access across all activities and that diversity within the school community is celebrated and valued. Additionally, we recognise that this is not simply a protective agenda; wherever possible, we will take positive action to alleviate potential disadvantages experienced by, or to meet the particular needs of, pupils with protected characteristics.

We believe that equality and diversity at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Gastrells School, equality and diversity is a key principle for treating all people fairly in accordance with their individual needs, giving them all the same opportunities irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). Additionally, in accordance with current legislation, we will ensure that there is no discrimination extended to pupils who are pregnant, or who have recently given birth, or who are undergoing gender reassignment.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. S/he will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the link governor responsible for this area;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils with different backgrounds. This may include Children in Care, children with SEN and/or disability, those from a Minority Ethnic background (including from within Traveller communities) and for whom English is an Additional Language (EAL) and children who qualify for Free School Meals. These evaluations will include the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice-related bullying, and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Promoting Equality and Diversity: Policy Commitments

Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure that:

- Curriculum planning reflects a commitment to equality and diversity;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and family groups in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality and diversity;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles; and
- Prepares all our children for life in Modern Britain.

Achievement

There is a consistently high expectation of all pupils, regardless of their age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible 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 and diversity of opportunity;
- It is important to identify 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 is used throughout the school to ensure that effective learning takes place at all stages for all pupils; and
- All pupils are actively encouraged to engage fully in their own learning.

The Ethos and Culture of the School

- At Gastrells School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and diversity and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents and carers) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);

- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom-based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and that there are regular opportunities to engage with pupils about their learning and the life of the school; and
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All panels convened for recruitment and selection have at least one member of staff who is trained and all members of the panel aware of what they should do avoid discrimination to ensure equality and diversity of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality and diversity grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are signposted to the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and we also regularly review the impact of policies.

Countering and Challenging Discrimination, Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents, carers and governors;
- The school has a clear process for investigating and resolving any complaints relating to discrimination;
- The school has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related-incidents recorded in the school.

Partnerships with Parents/Carers and the Wider Community

Gastrells School aims to work in partnership with parents/carers. We:

- 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 forums, to ensure parents' views are captured to inform practice;

- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are all made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Policy is maintained and updated regularly; and that equality and diversity schemes are easily identifiable,
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice-related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the equality and diversity policy and schemes;
- Co-ordinating the activities related to equality and diversity and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support; and
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring 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.