

Tydd St. Mary & Weston Hills Church Schools Federation



Together with God on our
voyage of discovery and
opportunity



Learning for life in a
community that cares

Equality & Diversity Policy and Objectives

We are a church school federation, which believes in the importance of **friendship** in our community, where people from all races, religions and cultures work together in **trust** and show **respect** for one another.

Our pupils, staff and families work as a team to achieve our goals with **perseverance**, and show **thankfulness** in our success. We learn forgiveness in our lives and endeavour to show it to those with whom we work and play.

This Policy is the **responsibility** of all members of our school community and should be read in conjunction with the following school policies:

- Positive Behaviour Policy
- Special Educational Needs Policy
- Recruitment Policy

Our Vision for Equality

‘We will treat everyone at Tydd St Mary and Weston Hills Church of England Primary Schools fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy’ We have a positive approach to ensuring equality, as defined in the Equality Act 2010.

Tydd St Mary and Weston Hills Church of England Primary Schools are committed to these objectives:

- Tackling discrimination on the grounds of age*, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, ethnic or national origin, language, religion or belief, gender, sexual orientation, marital status, responsibility for children or other dependents or where a person lives.
[*in relation to age the focus is about their employability and not their school duties]
- Advancing equality of opportunity
- Creating good relations between different groups

Tydd St Mary and Weston Hills Church of England Schools are fully inclusive Primary Schools in Lincolnshire, in the Diocese of Lincoln. Equality of opportunity is a fundamental right for all members of the federation school community. We are committed to developing the potential of all people associated with the school enabling all to flourish.

♥ Hope ♥ Generosity ♥ Courage
♥ Respect ♥ Friendship ♥ Honesty ♥ Perseverance ♥ Responsibility ♥ Thankfulness

The aim of the policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of the school.

Tydd St Mary and Weston Hills Church of England School's aim is to provide a happy, secure and Christian learning environment in which every child can achieve academic and personal success. Each child is valued and encouraged. We recognise that all children have potential and do our best to provide a caring and well-ordered environment in which they can learn and develop.

Our core Christian Values are:

Hope, Generosity, Courage, Respect, Friendship, Perseverance, Thankfulness, Honesty and Responsibility.

Through on going education and training, the school promotes a culture of respect for all, and strives to advance equality of opportunity for all. We promote equality by recognising and celebrating diversity and we create a school community that prepares our children for a life in a diverse society.

Our Aims

- To create an ethos in which pupils and staff feel valued and secure
- Having consistent high expectations of staff and the pupils and their learning
- To promote self-esteem and to foster the social and emotional growth of each child throughout school life and in the PSHE curriculum and through the school's pastoral work.
- To ensure that all children have equal access to a broad and balanced programme carefully planned and differentiated where appropriate.
- To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
- To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
- To recognise and value differing cultures, customs and beliefs within the teaching of PSHE and religious studies in order to teach tolerance of others ideas and values.
- To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- To make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

Managing Equality in Practice

1. Having an Admissions Policy that clearly states our policy on equal opportunities.
2. We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 SENDA and the Code of Practice 2014. The Accessibility plan ensures that we will meet the needs of students that need adaptations to access our school.

♥ Hope ♥ Generosity ♥ Courage
♥ Respect ♥ Friendship ♥ Honesty ♥ Perseverance ♥ Responsibility ♥ Thankfulness

3. Discriminatory language and behaviour and other acts of intolerance are not accepted.
4. The school recognises the value of children having male and female role models.
However, vacant posts are always filled by the best applicant, irrespective of gender.
Both men and women are encouraged to work with all age groups and each key stage.
All staff have equal access to in-service training and posts of responsibility.
5. The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents/carers will wish to give their full support to the school in this vital aspect of its life.
6. The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.
7. The school has clear policy and procedures for supporting children who are identified as having specific learning difficulties.

Equality of Opportunity will be reflected in all practice:

Language:

The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals.

Resources:

The school's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community.

Parents/carers

The school is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus and website. In addition, copies of our policies are available for all parents/carers on request.

Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities.

Children

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

We will encourage our children to show respect for the way other people lead their day to day lives by

- emphasising that no cultural group has the monopoly on the 'right' way to live.
- helping children to learn about and respect cultures other than their own.
- showing that we value all cultures equally.

- helping children to understand why or how we should deal with offensive language and behaviour.

We will demonstrate our recognition of the individuality of people by:

- avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
- looking to the needs of the whole child rather than concentrating on one characteristic.

We will promote self-esteem and self-worth by:

- ensuring that each child in our care is respected equally and feels pride in him/herself.
- preventing children being subjected to prejudice.
- respecting the family and background of our children.
- using appropriate language.
- aiming always to get names correct.

We will ensure equal access to opportunities which will enhance the child's welfare and development by:

- avoiding assumptions about any child's potential for development.
- not stereotyping the role people play in adult life.
- offering all opportunities to all children both inside and outside the classroom.
- using role models to illustrate positive images of all in adult life.

We will oppose prejudice and discrimination by:

- recognising that all children are damaged by prejudice.
- avoiding damage to self-esteem by discrimination.
- avoiding children growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- challenging any prejudice and discrimination.

We will demonstrate that we value the differences between individuals and groups in society by

- encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
- giving children accurate information about differences to promote understanding and avoid prejudice

We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus

1. Attainment
2. Playground/classroom interaction
3. Displays in school
4. Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
5. Teaching and differentiated work/activities – through scrutiny of planning and book
6. Use of resources
7. Teacher assessment and progress information
8. Classroom observations of the quality of teaching and learning – every child a learner in every lesson
9. Participation in extra curricular activities

10. Attendance
11. Reports of any incidents of discrimination
12. Monitoring of playground behaviour

Any child, parent or member of staff who considers that there has been a breach of this policy should inform the Headteacher who will investigate the matter and take action, as appropriate (See Complaints Procedure and Guidelines).

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Signed Headteacher:

Date:

Signed Chair of Governors:

Date:

Review Date: