



St Oswald's CE Primary School

WHOLE SCHOOL EQUALITY POLICY

*Hand in Hand we love, laugh, learn
1 Corinthians 16:14 "Do everything in love"*



Equality and Diversity Policy

St Oswald's CE Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At St Oswald's CE Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

St Oswald's CE Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of

school life and the wider community;

- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, CWAC and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

Governing Body's:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinize the recording and reporting procedures at least annually;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

Headteacher's:

- Implement the policy and its strategies and procedures; Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Produce a report on progress for governors annually.

Staff:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The performance of all children

will be monitored through the analysis of school, local and national data, staff Records of Concern, reporting of racism, teacher's attainment, SATs data.

- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- Racist incidents will be recorded and reported in line with the LA procedures.

Ongoing Strategies

- Clear statements on the unacceptability of: name calling, bullying, harassment, abuse
- Activities of a non stereotypical nature (home corner/role play, apparatus). Time and space for talk (Circle Time, Time to Talk).
- Opportunities for individuals to discuss about how they are feeling.
- Encourage the sharing of experiences (cultural and others).
- Review/update resources so that the message given should represent the children.
- Role play experiences to include addressing age, disability, race and gender.
- Provide a differentiated curriculum – by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Provide an equal entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Awareness of peer pressure.
- A positive position taken by all school personnel on bilingualism and culture by the use of more community languages or display in school, visitors to school.
- Staff on playground duty to look for vulnerable groups or individuals, assertive pupils, physical contact, tight huddles of groups,
- Children will be encouraged to think about the exclusion of others and the effect it has.
- Introduction of appropriate role models in school.
- Use positive praise system for behaviour management.
- Involvement of children in decision making.
- Monitoring groups within the classroom
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Clear definitive and understanding of the term 'bullying'.

This policy/document was reviewed by Dave Wallace :-

Signed.....

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Date:

The next revision date is: