

## Pol48 – Equality and Diversity Policy



### **Legal Framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation; also known as protected characteristics.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act.

### **We aim to:**

- Reduce and remove inequalities and barriers that already exist
- Provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being):
- Provide a learning environment where all individuals 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 non-stereotyping information about different groups of people regardless of age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation; as described above;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage.

### **To achieve these aims we will:**

- Involve proprietor in the development, review, evaluation and assessment of all relevant improvement plans, policies and procedures;

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- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Have high expectations of behaviour which demonstrates respect to others;
- Take account of parental preference related to religion and culture;
- Take steps to ensure that the school's admissions process is fair and equitable to all pupils;
- Encourage all parents/carers to participate at all levels in the full life of the school.

### **Responsibilities - The Proprietor**

It is the Proprietor's responsibility to:

- Ensure that the school complies with equality legislation;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate assessments informing future plans;
- Scrutinise the recording and reporting procedures at least annually;
- Follow the School'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;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy.

### **The Head Teacher**

It is the Head Teacher's responsibility to:

- 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 school policies

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- Ensure that all visitors are aware of, and comply with, the school's equality and diversity policy;
- Keep proprietor informed of progress through regular meetings.

### **All Staff**

The skills of all staff, including non-teaching staff are recognised and valued.

All are given status and support and are encouraged to share their knowledge.

It is the responsibility of all staff to:

- 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 protected characteristics detailed earlier;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation and developments.
- Ensure that the classroom is an inclusive environment in which positive steps are taken to allow all pupils to participate;
- Respond to pupils' different learning styles in order to engage all pupils
- To encourage all pupils to question, discuss and collaborate.

### **Breaches of the Policy**

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