



Equality and Diversity Policy 2018

1. Statement of intent

Our schools are committed to providing equality of opportunity and anti-discriminatory practice for all children and families so that we value and celebrate everyone. Our schools are welcoming 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 students 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.

We aim:

- To provide a secure environment in which all our children can flourish and in which all contributions are valued
- To include and value the contribution of all families to our understanding of equality and diversity
- To provide positive non-stereotyping information about different ethnic groups and people with disabilities
- To improve our knowledge and understanding of issues of equality and diversity
- To make inclusion a thread which runs through all of the activities of the whole school community

To achieve these aims we will:

- Collect and analyse data to ensure all groups are progressing so no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all
- Respond to students' diverse needs and overcome any potential barriers to learning
- Ensure that the wider school curriculum makes provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others.

This policy is written with this legislation in mind:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Specific Duties Regulations 2011.

2. Methods

Our Admissions

Our schools are open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as required.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability.
- We ensure that all parents are made aware of our equality policy and access plans through publishing on the website.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the school and in the curriculum offered.

Our Employment

Posts are advertised and all applicants are judged against explicit and fair criteria.

- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in our schools encourage children to develop positive attitudes to people who are different from them. They encourage children to empathise with others and to develop the skills of critical thinking. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the nursery school.

- We encourage parents/carers to take part in the life of the nursery school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means and often respond to requests for individual need.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may attend.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

Community cohesion

- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships

We have good links with other schools, locally and regionally.

- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Council

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.