

# Robert le Kyng Equality and Diversity Policy September 2015



## **School Details**

At Robert le Kyng Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity where everyone, irrespective of their race, ethnic or national origin or their citizenship, gender, age, sexual orientation, religious belief or disability feels welcome, valued and able to participate fully in school life.

Robert le Kyng Primary School recognizes its general responsibilities under the Race, Disability and Gender Equality Schemes Duties to have due regard to:

- Continue to strive to ensure that everyone in our school is treated with respect and dignity.
- Give fair and equal opportunities to each person in our school to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.
- Promote good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect.
- Actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.
- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination and harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.
- Promote equality of opportunity between the sexes.

The school will endeavour to create a community where students are well prepared for life in a diverse society.

The school aims to ensure that no students, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

## **Leadership, Management & Governance**

The governing body is committed to meeting its duties under equality legislation. It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work. The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of students and their parents/ carers and other relevant parties.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff receive on-going support and appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

The pastoral support systems within the school take account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society. Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

## **Teaching and Learning**

All students have access to the curriculum in accordance with DfE guidelines.

Our staff ensure that the school environment is an inclusive environment in which students feel safe, included and that their contributions are valued. Groupings are planned and varied and a variety of teaching styles are used including collaborative learning. Children are encouraged to become independent and to take responsibility for their own learning and actions. Stereotypes are challenged by staff and children are encouraged to think critically about fairness and bias.

## **The Curriculum**

The planned curriculum takes account for the needs of all students, in relation to equality. The school reviews, monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds. Planning builds upon the starting point of the children within a class/ group and is differentiated to ensure inclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attributes of diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular opportunities and special events support the breadth of the curriculum and opportunities within the school.

### **Admissions, attendance, behaviour, discipline and exclusions**

The admissions process is monitored by the Local Authority to ensure that it is administered fairly.

The school's procedures for disciplining students and managing behaviour are fair and applied equally to all. Rewards and sanctions are applied consistently by all staff.

Attendance and exclusions are monitored. Absence is always followed up by appropriate personnel. Those involved in this work are aware of, and sensitive to, community and personal issues.

Students, staff and parents are aware of procedures for dealing with harassment. Language or behaviour which is racist, sexist, homophobic or potentially damaging is always unacceptable.

### **Attainment, progress and assessment**

All staff have high expectations of all students and continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

A range of methods and strategies are used to assess progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias. Children use self-assessment opportunities to take responsibility for their own learning. This is supported with opportunities for reflection and feedback on their progress so that they can show what they know and can do.

### **Partnership with parents and the community**

The school endeavours to provide information material for parents in accessible language and formats. When requested, the school endeavours to provide information in community languages and alternative formats.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all.

Review date: September 2018