



Equality and Diversity Policy

Introduction

- 1 This policy reflects the school's approach to equality and diversity, covering discrimination, disability, gender and race/ethnicity. It is driven not only by the school's statutory duties in respect of these areas but also by its desire to promote community cohesion for all those influenced and affected by the operations of the school.
- 2 WVPS does not tolerate "racist" incidents (those perceived to be racist by the victim or any other person), racial harassment (any form of behaviour which has the effect of intimidating, humiliating and/or undermining the confidence of a person/group of people due to their colour, nationality or ethnic group.) We are also ruthlessly intolerant of so called "institutional racism" – the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. Typically this can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people. **To be read in conjunction with Racial Equality Policy attached as part 1.**
- 3 The School supports equality of opportunity between disabled people and other people. In this context we recognise a disabled person as one who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. **To be read in conjunction with the Disability Equality Policy attached as part 2.**
- 4 The School also champions gender equality, promoting equality of opportunity between the sexes and endeavours to eliminate all unlawful sex discrimination and harassment. In addition conditions for learning, such as environment, teaching and learning resources, social and emotional aspects, provide equal access and opportunities to both girls and boys. **To be read in conjunction with the Equal Opportunities policy attached as part 3.**

Core Values

- 5 WVPS 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. Our broad balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religious or non-religious or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

- 6 At WVPS we recognise and embrace the fact that the society in which we live is enriched by the ethnic diversity, culture and faith of its citizens; consequently the education we provide is for all. We strive to ensure that the culture and ethos of the school are such that, irrespective of the origin, tradition and heritage of individual members of the school community; parents, children, governors, teaching and support staff, local authority, religious denominations and local communities, everyone is equally valued and equally treats others with respect. The School actively promotes a positive attitude to disabled people.
- 7 The Equality and Diversity Policy framework is a key foundation stone in building and continually striving to improve the learning environment in which
- children are happy and highly motivated;
 - the quality of teaching and learning enables each child to achieve their best;
 - staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
 - parents are proud to send their children and enjoy working in partnership with the school.

Our policy encourages us deliver in a manner embracing gender, ethnicity, culture, religious or non-religious, language, disability, ability, sexual orientation, age, and social circumstances. It seeks to include and engage all pupils and to prepare them for full participation in a diverse society.

Overall Aims

Through the consistent application of this policy and other policies within our school framework for learning we strive to enrich the opportunity for:

Our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

Our Staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

Parents and Parent/carer of our Children to:

- Feel welcomed in school
- Actively work in partnership with teachers
- Be well informed by clear communications

Our Governors to:

- Work as friends and critical partners of the school
- Know the school and staff well
- Monitor performance and offer constructive advice
- Promote the school in the wider community

Our wider community to:

- Develop inclusive and effective relations with our school
- Help broaden our horizons

Leadership, Management and Governance

Appropriate Leadership, Management and Governance is required to ensure our Equality and Diversity Policy is delivered in practice with the Governing Body, Headteacher and Staff exercising significant roles:

The Governing Body

It is the Governing Body's responsibility to:

- 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.

The Head teacher

It is the headteacher's responsibility to:

- implement the policy through the development and implementation of appropriate processes and practice;
- 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.

All Staff

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 race, gender, religious or non-religious, age, or sexual orientation;
- promote an inclusive curriculum and "whole school" ethos which reflects our diverse society;
- keep up to date with appropriate legislation, development and issues by attending relevant training and accessing information from appropriate sources.

The Impact on our Children

- 10 Through effective leadership, management and governance of our Equality and Diversity Policy we will encourage a love of learning and hopefully making every day a rewarding experience for children and staff.

Our purpose continues to be the guidance of each child towards fulfilling their potential:

- through the provision of high quality education and resources;
- through encouragement and high expectation;
- by developing self-esteem and fostering self-confidence;
- by providing a happy and safe environment in which he/she may work confidently;
- by ensuring progression through the setting of appropriate goals;
- by preparing him/her for future education and a fulfilling life.

Parents and Parent/carer

- 11 While WVPS's Equality and Diversity Policy is an important contributor to the ethos of the school and the wellbeing of the children who attend it, we must remember it is limited to the school environment; the critical input to its success is provided by Parents and Parent/carer themselves. The attitudes and behaviours they demonstrate to and nurture in their children in their day to day family and social environment provide the necessary contribution which can then be developed, underpinned and consolidated at school.

Monitoring, Review, and Impact Assessment

- 12 Each pupil's progress is monitored and tracked with the resulting data analysed in respect of gender, race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, appropriate quality assurance procedures will ensure the school meets its duty to positively promote diversity. (E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.) The data collected will be used to inform further school planning, target-setting and decision-making.
- 13 Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group. Successes and issues will be shared and discussed with parents and parent/carer regularly.

- 14 Periodically the Head teacher will ensure there is a systematic review of the impact of this policy, associated processes and practice to identify and address any areas of inequality while regular monitoring by staff will ensure that it is effective day to day in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. This will include learning walks to view the ME, SEN, EAL provision and representation in displays and resources.
- 15 Other key aspects of school activity such as admissions, punctuality, SEN Register, racist incidents and actions taken, selection and recruitment of staff, governing body representation and parent's involvement in the life of the school will also be monitored and evidenced.

Review

This policy will be reviewed annually – from the date of endorsement by the relevant governing committee.

Reviewed by Staffing Cttee. 10 th May 2011. Endorsed by FGB 24 th May 2011.	Reviewed by Staffing Cttee 4 th Oct. 2011. Endorsed by FGB November 2011	Reviewed by Performance Cttee. 26 th Sept. 2012		
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Racial Equality Policy

Rationale

At WVPS we aim to equip pupils with an awareness of our diverse society and prepare them to live in it. To promote racial equality within the School community at the School.

Purpose

- To comply with the requirements placed upon schools by the Amendment (2002) to the Race Relations Act 1976. The Race Relations Act defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic or national origins.
- To comply with and develop the spirit of the Equal Opportunities Policy in respect of Race Relations at WVPS.

Guidelines

- To ensure that pupils and staff recognise that discrimination on the basis of colour, culture or origin is not acceptable.
- To educate, develop and prepare all our pupils for life in society, whatever their colour, origin or culture and **to have an awareness of Britain's multicultural society**.
- To enable all pupils to attain their full potential whatever race they are.
- To carefully monitor the progress of any pupil (s) from different racial groups and examine whether this may be influenced by their cultural background.
- Monitoring to be undertaken by teachers in the assessment and target setting process, overseen by the assessment co-ordinator.
- If there are issues about progress being made, to identify them early and take appropriate actions.
- To ensure that pupils from any minority ethnic background are fully integrated into school life at **Worle Village primary especially in play and social activities. Embrace and learn from the experiences different cultures can bring.**
- To ensure that no bullying is tolerated.
- To follow up any such incident in line with the school's Behaviour Policy or Discipline Policy.

- Racist symbols, badges and insignia on clothing and equipment are forbidden in school.
- To foster an atmosphere of mutual respect in order to help promote a school and a society in which there is racial harmony.
- We accept pupils and staff can wear special forms of dress where these are an essential part of their cultural background.

Conclusion

This policy should be reviewed on a regular basis. This policy should be read in conjunction with other WVPS school policies, in particular the schools Behaviour Policy, Anti Bullying Policy, Discipline Policy, Equal Opportunities Policy, Racial and Homophobic Incident Policy and the Equalities Policy.

Disability Equality Policy

Introduction

The Disability Discrimination Act (DDA) 2005, including 1996 and 2005 amendments, extends duties under the act and requires public authorities to:

- Publish a Disability Equality Scheme (DES) and an associated three year action plan and provide an annual report on progress
- Consider the impact of all current and proposed school activities (e.g. plans, policies, procedures) on disabled people and provide an explanation of how impact will be assessed.
- Describe how disabled people have been involved in the development of the DES and action plans – this involvement must be influential.
- Show how progress on disability equality will be measured and how action plans will be monitored and evaluated.

Definition of the terms

The Disability Discrimination Act (1996) defines a disabled person as someone who has:

“A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”

Physical impairment- includes sensory impairment

Mental impairment- includes learning difficulties and an impairment resulting from or consisting of a mental illness

Substantial- more than minor or trivial

Long term- 12 months or more

The DDA’s definition includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. These are all likely to amount to a disability but only if the effect on a person’s ability to carry out normal day to day activities is substantial and long term. Some progressive conditions such as cancer, multiple sclerosis and HIV/AIDS are included from the date of diagnosis, before they have an effect on a person’s ability to carry out normal day to day activities.

The test of whether an impairment affects normal day to day activity is whether it affects one of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move every day objects
- Speech, hearing or sight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Scheme

The DES and action plan reflects the school's vision and values agreed in the aims of the school. It has been developed in consultation with individual people with disabilities and disability groups. Parents are invited to participate via the school newsletter and will be advised that a copy will be available in the school office. A copy of the DES including the action plan will be published on the school website. At WVPS we promote disability equality by ensuring the promotion of equality of opportunity between disabled people and other people, the elimination of discrimination and disability related harassment, the promotion of positive attitudes towards disabled people and steps are taken to make adjustments to ensure that disabled people are not disadvantaged.

The purpose is to create a school that is more proactive – integrating equality consideration into planning at every level, more explicit – evidence based action to improve opportunities for disabled people. The underlying principal is to integrate equality for disabled people into the whole school culture.

We aim to ensure that staff and pupils are aware of the needs of disabled people to know how to help discreetly. This is to avoid offending disabled people by offering too much help, or the wrong sort of help.

Responsibilities

According to Part 5a of the DDA, the Governing Body of WVPS will:

- Eliminate unlawful discrimination against disabled people
- Promote equality of opportunity for disabled people.
- Eliminate disabled related harassment
- Promote positive attitudes towards disabled people
- Prepare and publish this scheme
- Take steps to take account of disabled people's disability, even where that involves more favourable treatment.

The Governing Body plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the school environment to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information for disabled pupils, including through the use of Makaton and visual timetables

Information Gathering

Recruitment, development and retention of disabled employees

We operate, and will continue to operate, a non-discriminatory recruitment process. New employees are given the disability disclosure form after appointment. We ensure that all applicants have equal access to the interview procedure, regardless of disability, and put necessary steps in place to provide any necessary support.

Educational opportunities and achievements

A record will be kept of the number of disabled pupils in each category of disability. An analysis of assessments, including SATs, will be completed each year to compare the performance of disabled pupils, including using information in the RAISEonline document. All findings will be presented to the Governing Body annually.

Assessment of impact

We will undertake disability impact assessments of relevant policies, procedures and practices which may inadvertently have an adverse impact on disabled people, with a view to improving provision for disabled people connected to the school. Training in impact assessment will be given if necessary.

Action plan

Priorities	Action
Eliminating discrimination	We will raise expectations in line with the school vision 'aiming to do our best in an excellent school'. We will short list applicants for posts, in preparation for interview, regardless of disability.
Eliminating harassment	Staff and pupils will be aware of and report any incident of harassment or bullying of any kind to a member of staff (staff to report to the Leadership Team). All incidents will be recorded and dealt with appropriately by a member of the Leadership Team.
Promoting positive attitudes	Positive attitudes will be promoted through: <ul style="list-style-type: none"> • Staff modelling respectful attitudes to disabled people • Positive images in books and materials • Whole school SEAL work • Developing a culture where disability is considered to be a normal aspect of life
Encouraging participation in public life	We will provide opportunities for pupils to use life skills in real-life situations.
Meet disabled people's needs	We will meet the needs of disabled pupils, parents and staff, wherever feasible e.g. meeting in an accessible room, providing special chairs.

The action plan will change according to the needs of disabled people linked with the school and those working with them. We will amend the plan as necessary in consultation with views of staff, Governors, parents and pupils, in relation to access to the physical environment, information and the curriculum.

Annual reporting

Section 161 (5) of the 2005 Act places a duty on Educational Establishments to report annually on the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities provided to assist access to the school by disabled pupils. The annual report will include the progress the school has made on their action plan and the impact of what the school has done. It will be reported to Governors via the Head's report and to parents via the school website and newsletter.

Reviewing and revising the scheme

The scheme will be reviewed by the Headteacher, staff, Governors, and disabled people connected to the school.

Equal Opportunities Policy

Rationale

To recognise each individuals entitlement to every aspect of school life regardless of gender, ability, race, creed and social background.

Introduction

Worle Village Primary School is committed to promoting understanding of the principles and practices of equality and justice.

We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference.

Every member of the school community is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

Equal opportunities are part of every day school life, for example may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the hidden curriculum of social interaction between staff and pupils.

We live in a society where disability discrimination segregates and isolates people from their communities. WVPS aims to enable the pupils to have an equality of access to their communities. Addressing fundamental prejudices against disability in both children and adults is a core element of our inclusion work.

The Law and Discrimination

Sex Discrimination

The Equality Act 2006 applies to both males and females and makes it unlawful to discriminate against a person on the grounds of his or her gender or sexuality.

Racial Discrimination

The Race Relations (Amendment) Act 2000 defines racial discrimination as discrimination on the ground of colour, race, nationality or ethnic or national origins.

Disability Discrimination

Under the Disability Discrimination Act 2005 including 1996 and 2005 amendments, disabled people have a right not to be discriminated against in employment or access to goods or services. A person has a disability if he or she has a physical or mental impairment which has a substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Age Discrimination- The Employment Equality (Age) Regulations 2006

The Employment Equality (Age) Regulations brought into effect in October 2006 make it unlawful on the grounds of age to discriminate directly against anyone – that is, to treat them less favourably than others because of their age – unless objectively justified.

Aims

- To ensure that children and adults recognise that discrimination on the basis of colour, culture, origin, gender or ability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- To ensure the principles and practices of equal opportunities apply to all members of the school community.
- To ensure that equal opportunities practice should be evident in:
 - The formal curriculum.
 - The informal curriculum (in particular extra curricular activities).
 - The hidden curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all our pupils for life whatever their gender, colour, origin, culture or ability.
- To ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- To ensure that all pupils are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities.

Policy into Practice

Admissions

WVPS adopts North Somerset admission policies.

Registration

Pupils and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the schools responsibility will be treated seriously. There will be a clear message that any such behaviour is unacceptable. A record of incidents will be kept.

Racist symbols, badges and insignia on clothing and equipment are forbidden in school.

Staff should be aware of possible cultural assumptions and bias within their own attitudes.

Parents should be aware of the school's commitment to equal opportunities.

Language

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

Culture, Class and Race

WVPS acknowledges that members of the school community may come from a range of cultural, racial and social backgrounds and will endeavour to foster an atmosphere of mutual respect in order to promote a school and society in which there is social, religious and racial harmony.

WVPS recognises the inequalities of opportunity which exist within society for individuals and groups and is determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.

We understand the need to be different without being excluded. We accept pupils and staff can wear special forms of dress where these are an essential part of their religious or cultural background. We try to counter negative, patronising and stereotyped views.

Gender

As a school, we accept that there are gender inequalities in our society which impose limits, particularly on girl's expectations and behaviour so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media.

We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex.

We aim to ensure that:

- Teachers allocate their time fairly between the sexes.
- All pupils have opportunities for working with pupils of both sexes.
- We break down traditional sex stereotypes (for example by not asking boys to move furniture whilst girls tidy up).
- Pupils are encouraged to pursue less conventional subjects and interests.
- We do not differentiate between the sexes in our school uniform.

Religion

At WVPS we acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others. When teaching RE, the role of the teacher is that of an educator and not that of an evangelist. We do not seek to make pupils religious, but to teach them about religion.

Resources

Within our school we aim to provide for all children according to their needs. We try to choose a range of resources to reflect this. All resources used will be monitored to ensure they give positive messages to children and do not discriminate in any way.

Relationships

Any member of the school community acting in a manner contrary to the spirit of this policy will be made aware of the unacceptable nature of his/her behaviour. This will be done in a supportive manner to encourage change. In extreme circumstances and/or when there is no change in behaviour formal procedures may have to be initiated.

Appointments

Throughout all appointment procedures – advertising, short listing and interviewing there will be no direct or indirect discrimination. We recognise that during employment it would be unlawful to discriminate in the way opportunities for promotion or training were offered. We accept it is also unlawful to discriminate in dismissals particularly redundancy dismissals.

Conclusion

This policy is to be reviewed on a regular basis. It needs to be read in conjunction with other school policies, in particular the Racial Equality policy, the anti bullying policy and the Racial and Homophobic Incidents in school policy.