



June 2008

Equality and Diversity Policy

We are committed to an inclusive ethos based on respect for and celebration of diversity. We strive to prepare all pupils for life in a diverse society and promote equality of opportunity in all dimensions of the school's life and community. Diversity is valued in our curriculum, workforce, governing, parental and student body.

Aims

We will:

- Take positive action to eliminate racial discrimination and promote good relations between people of different racial groups.
- Promote equality of opportunity for all disabled members of our school community; pupils, staff, parents/carers and visitors.
- Promote equality of opportunity between boys and girls, men and women ensuring that we do not discriminate on the grounds of gender.
- Teach children to value and respect diversity, preparing them for life in a diverse society.
- Ensure that discrimination on any grounds is not tolerated.

We are committed to providing:

- ✓ Equal access to the National Curriculum.
- ✓ Equal rights to fair and just treatment.
- ✓ Equal opportunity to remain true to their beliefs.
- ✓ Equal access to the resources and facilities of the school and local environment.
- ✓ Equal opportunity to develop a positive self-image free from the influence of stereotyping and prejudice.
- ✓ Equal opportunity to develop to their full potential in every aspect of their school life.
- ✓ Equal opportunity to feel safe and free from harm.

Harassment or abuse on whatever grounds will not be tolerated in any form within our school.

Promoting Racial Equality

Although we are a Methodist school and our assemblies are broadly Christian based, we ensure that the culture and ethos of the school gives equal recognition to the diverse faiths, ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all groups represented in our school community, whilst recognising that we have a limited number of pupils from different cultures and ethnic groups in comparison to many other schools. The need for our pupils to be prepared for life in a multi-cultural society, however, is just as pertinent. We try to ensure, therefore, that we take positive steps to give all pupils the opportunities to learn about, discuss and experience ethnic and cultural diversity through, for example, RE, geography, history, art, music, English, school events and visitors to school.

We endorse the recommendations of the Stephen Lawrence Inquiry Report (see *Appendix 1*) and accept the definition of racism and institutional racism included in this.

Racism - Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Racial Incidents

We accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence.

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Our School has a Racial Incidents Policy Procedure (*See Appendix 3*) and Reporting Forms for Racial Incidents (*See Appendix 4*). The Headteacher is responsible for implementing the procedure and ensuring that all members of the school community are aware of and understand our policy.

We try to ensure that all members of our school community have the opportunity to improve their understanding of race equality and understand their personal responsibility to promote it.

Promoting Disability Equality

Duties under Part 5A of the DDA 2005 require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a disability equality scheme to show how they will meet these duties – see Appendix 4

The DDA 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 impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

At St Peter’s we will:

- ✓ Raise awareness of elements of the duties with all staff, governors, parents and pupils.
- ✓ Ensure understanding of the broad definition of disability within the DDA.
- ✓ Encourage disclosure of disability by pupils, parents, staff and other users of the school.
- ✓ Review the environment of the school and make improvements as reasonable and possible to increase the extent to which disabled pupils can take advantage of education and associated services.
- ✓ Ensure that our communication of information is in an appropriate form for all.
- ✓ Evaluate how well we meet our duties in consultation with stakeholders. Prepare an action plan for improvement and monitor and review progress towards targets set.

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Through Collective Worship themes, PSHCE schemes of work and inviting visitors to school, we try to ensure that pupils and staff have opportunities to improve their understanding of disability and to understand their personal responsibility to promote disability equality.

Promoting Gender Equality

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of gender.
- Promote equality of opportunity between men and women, girls and boys.
- Produce a gender equality scheme to show how they will meet these duties (see Appendix 4)

At St Peter’s, we ensure that boys and girls, have equal access to the curriculum, and that girls, boys, men and women have equal opportunities to develop their potential and achieve success. We promote equality of opportunity for all regardless of gender and challenge stereotypical views.

School Policies

Policies are regularly reviewed and we ensure that promoting equality of opportunity for different racial groups, genders and for those people with disabilities is an explicit aim.

Curriculum

We provide a broad and balanced curriculum for all pupils and promote and embrace the principles in the statutory inclusion statement for the National Curriculum:

- o Setting suitable learning challenges for **all pupils**.
- o Responding to **all pupils'** diverse learning needs.
- o Overcoming potential barriers to learning and assessment for **all individuals and groups of pupils**.

Our curriculum leaders are responsible for ensuring that the schemes of work and resources for their subject raise awareness of multi-cultural, disability and gender issues and challenge stereotypical views. When purchasing new resources, subject leaders will ensure that materials reflect and celebrate diversity.

Curriculum leaders use the questions provided by the Commission for Racial Equality in the Statutory Code of Practice as a focus for evaluating the impact of policies from the perspective of racial equality. (*Appendix 2*). They provide a useful focus for monitoring all areas of equality/inequality however.

PSHCE sessions present particularly good opportunities for encouraging respect and equality through, for example, circle times or role-play activities. We recognise and are committed to promoting equality, respect and tolerance through our school ethos and the relationships that we sustain across our school community however.

Teaching and Learning

We live in a diverse society and believe it is important for all our pupils to understand what this means and be prepared to participate positively and securely.

At St Peter's we strive to ensure that teaching and learning styles include and raise the achievement of all pupils. Our positive, encouraging ethos aims to help all children feel secure so that they achieve their potential.

We seek opportunities to introduce activities that demonstrate the value of different races, cultures, genders and of people with disabilities. We recognise the importance of providing opportunities for discussion and for ensuring that the language that children and staff use is explicit and unambiguous.

We ensure that groupings and seating arrangements within our classrooms do not reinforce negative stereotypes but encourage all children to raise their achievement.

It is important that we recognise and accurately assess all pupils' skills and ability across the curriculum. We therefore consider our methods of assessment and try to ensure that we use a range of strategies appropriate to the needs of the children, so that no pupil is disadvantaged.

Community, Consultation and Partnership

St Peter's School values its relationship with parents and governors and is committed to maintaining and improving this partnership. We take positive action to ensure that communication is accessible to all.

We aim to ensure that there is no discrimination on the basis of ethnic, cultural or religious background, gender or disability. When recruiting volunteers we welcome ethnic minority groups and people with disabilities into school to support our pupils and staff and to extend learning in subjects such as geography, art, music and RE.

Recruitment

At St Peter's School recruitment and selection of staff is fair and consistent and all applicants have equality of opportunity. We follow the LEA policy on admissions.

Monitoring and Review

Monitoring of staff performance is undertaken positively and within clear guidelines that ensure that equality of opportunity is promoted.

When monitoring pupil performance we evaluate standards of vulnerable and minority groups alongside that of all children to ensure equality of opportunity.

The Headteacher will ensure that all staff involved in recruitment, staff development and admissions understand the process and rationale for collecting data on minority groups. She will ensure that analysis of data is used to monitor the impact of policies on pupils, staff and parents from different groups.

Results of monitoring will be reported to governors through the Curriculum & Pupil committee, staff through dissemination of information at staff meetings and parents through newsletters, where appropriate.

Review of the Equality and Diversity Policy

This policy will be reviewed annually and Racial Equality, Disability Equality and Gender Equality Action Plans will identify key areas for development.

Availability and Promotion of the Policy

This policy is available to all staff, parents and governors. A copy will be held in a School Policies Folders in the staffroom and the Headteachers office and will be displayed on our school website.

Responsibilities

This policy was drafted in consultation with staff, governors, our parent consultation group and school council.

It is the responsibility of all members of the school community to:

- Promote equality and support the implementation of the Equality and Diversity Policy.
- Adhere to the Racial Incidents Reporting Procedure
- Behave in a manner which respects and values diversity
- Challenge and eliminate discrimination, harassment and abuse.

The Governing Body will ensure that the school complies with the duty under the Race Relations Act 2000, the Gender Equality Act 2006 and the Disability Discrimination Act 2005 and that its policies and related strategies and procedures are implemented.

The Headteacher is responsible for the implementation of the policy, co-ordinating the development of equality action plans and ensuring all staff are aware of their responsibilities and given training and support. She is responsible for dealing with specific racist incidents or incidents relating to any other form of discrimination.