



WOODPARK

PRIMARY SCHOOL

Equality, Inclusion and Diversity Policy

Created: May 2019
Next Review: May 2021



Woodpark Primary School

Equality, Diversity and Inclusion Policy – May 2019

To be reviewed – May 2021

Position statement

Woodpark Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Woodpark Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: 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, , socio-economic background and living situation. In this, we include all members of the extended school community – pupils, staff, Parents / Carers and others from our local community. Partners and other visitors to the school are also expected to adhere to this policy.

Introduction

In putting together our Equality, Diversity and Inclusion Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality. This policy has been devised to enable Woodpark Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not.

Rationale

Equality and diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies. The development and maintenance of equal opportunities is essential for our children to become responsible members of society. Providing a secure environment in which all of our children can flourish and in which all contributions are valued is necessary to achieve this. Including and valuing the contribution of all families to our understanding of equality and diversity helps to build this ethos.

Vision

Woodpark Primary School is a welcoming and caring community of children, Parents/Carers and staff. Together we continually strive to provide a happy and supportive environment in which the

unique potential in every child is realised. Our vision is that within a comprehensive curriculum we will enable each child to share the responsibility for becoming independent and confident learners and achievers in a continually changing world.

We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally. We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues. We will work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life.

Principles of teaching

The following principles have been endorsed and accepted by Woodpark Primary School:

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to: Disability, Ethnicity, Gender, Religion, belief or faith background or Sexual identity.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

The curriculum offered at Woodpark Primary School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We do this by:

- Making children feel valued and good about themselves through celebrating achievements
- Ensuring that children have equal access to learning

- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual 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 hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs such as EAL, ASD, etc, and also the importance of scrutinising assessment materials for cultural bias

Pupils should also:

- Treat others kindly and fairly without prejudice, discrimination or harassment
- Attend and engage in their own learning as well as helping other pupils to learn
- Tell staff about any prejudiced related incidents that occur

Parents are encouraged to:

- model behaviour that they expect their children to show
- take part in the life of Woodpark Primary School and contribute fully
- Tell staff about any prejudice related incidents that occur

Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
- The exclusion and other aspects of the behaviour management system by protected characteristics
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages

- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored and reviewed in the light of experiences and best practice.