

Equality and Diversity Policy

Signed by:

S. Kapsta Headteacher

Date: 10.9.19

To be reviewed every 3 years

Introduction

Kisharon School is committed to preventing discrimination, valuing diversity, promoting equality and dignity of all pupils, families, staff and visitors to the school. We are committed to ensuring equal treatment of all, regardless of gender, race, nationality, ethnic origin, socio-economic status, disability, religion, age or sexual orientation. We believe all should feel welcome and have an equal chance to benefit from our school and everything it provides.

AIMS

- To ensure that the curriculum meets the needs of all pupils
- To provide an environment that is safe and welcoming; and where there is respect for all
- To encourage all pupils to develop a positive self-image by valuing all contributions
- To promote understanding and appreciation of others whatever their age, ability, ethnic origin, gender, race, sexual orientation or social background
- To enhance awareness amongst all members of our school community of the many faces of discrimination and the need to combat it
- To prepare our pupils to help develop a society which respects the diversity of human experience and promotes equality of opportunity
- To ensure that all sectors of the school community review their current practice in the light of this policy

Guidelines are listed under the following general headings:

1. The Curriculum
2. Organisation and Administration
3. School Environment
4. School Community
5. Responsibility
6. Monitoring/Evaluation

1. THE CURRICULUM

All pupils have an equal chance to participate in a broad, balanced and relevant curriculum, which enhances their diverse experiences and strengths.

Entitlement

The school curriculum reflects an awareness of the ethnic, gender, class, ability, experiences, age and special needs of all pupils. It promotes understanding and valuing of ethnic difference and gender equality and caters for all abilities in its content and delivery. This is shown through our approach to SMSC and British Values.

- a) The curriculum supports the school policies, which seek to eliminate discrimination and enhance the equality of learning opportunity for all pupils.
- b) It provides opportunities for all pupils to develop interests and skills in 'non-traditional' female/male areas and activities and encourages the continuing pursuit of this development.
- c) It encourages pupils to recognise that communities here and in other parts of the world have their own values, traditions and everyday living patterns.
- d) It encourages awareness of other cultures
- e) It looks to the political, social and economic reasons for racism, sex and class discrimination, their past and current effects on our society and others throughout the world.

Work Experience, Work Related Curriculum and College Links

- a) All work related activities and guidance demonstrates commitment to equal opportunities with regard to race, gender and ability issues.
- b) Where barriers exist, these will be challenged.
- c) The range of work experience placements and work related opportunities cater for all pupils.
- d) Where there is over-subscription, selection is not be made on the grounds of race, gender, ability or disability.

Curriculum Content

The whole school curriculum is a powerful vehicle for challenging and changing attitudes.

Resources

- a) Resources demonstrate the contributions made by men and woman of all races to every area of learning.
- b) Resources are critically assessed for bias or stereotyping and, where possible, chosen for their positive and non-stereotypical representations of diverse groups.
- c) Resources take account of the mixed ability, multi-ethnic needs within the classroom.

Curriculum Delivery

- a) Teachers are aware of the different learning and language needs within their classrooms and develop strategies for communication with all pupils.
- b) Strategies are developed which specifically seek to redress inequality of learning opportunity within the classroom.
- c) Group tasks actively encourage all pupils to work together across ethnic and gender boundaries.
- d) Teacher time is divided between pupils as fairly as possible.
- e) Staff encourage the active participation of all pupils.

- f) Teachers use proactive strategies that uphold the school's values in a non-confrontational way.

Language Backgrounds and Language Development in the Curriculum

- a) Bilingualism is regarded as advantageous and a positive contribution to the school community.
- b) The school accesses, where possible, a variety of community language speakers for the purpose of translation and interpretation.

Accessing the Curriculum

In order to achieve equal participation in the curriculum, pupils need different levels of support.

- a) Each teacher is responsible for identifying the specific strengths, difficulties and needs of individual pupils.
- b) Systems and strategies for learning support take account of pupils' entitlement to whole curriculum access.

Assessment

- a) Staff take account of individual needs (ability, ethnicity) when reporting on and profiling pupils.
- b) Methods of assessment avoid any bias.
- c) Commenting on pupils' efforts and attainments avoids actual or potential stereotyping.

2. ORGANISATION AND ADMINISTRATION

Admissions

It is important that every pupil and parent/carer feels welcome in the school. Where appropriate, every effort is made to ensure that an interpreter is present at admission interviews, Annual and Transitional Reviews and parents evenings.

Naming

It is a basic demonstration of respect for a person that the use, pronunciation and spelling of their name are correct.

- a) Information regarding the correct title and name by which parents/carers wish to be addressed should be collected and made available to all staff.
- b) Staff should be asked their preferred title, and this should be used on staff lists, labels, communications, etc.

Pupil Grouping

- a) Selection and grouping of pupils for activities promotes equality of opportunity.
- b) Classes are based on age and ability and not on gender.

Language

Language plays a powerful part in the creation of a person's self-image. All forms of sexist, racist or personally offensive language and remarks from staff or pupils are unacceptable. If any occur, it is dealt with according to specific guidelines.

School Functions

- a) Participation in all school functions (e.g. assemblies, presentation evenings, etc.) reflects the composition of the whole school community.
- b) Assemblies are valuable forums for promoting diverse cultural experience, a balanced representation of gender, ethnic experiences and a range of ability.
- c) Visits and trips are organised with an awareness of their implications for equal opportunities.

School/Home Communication

Letters and Information

- a) Community languages are spoken in the school and translation can be provided.
- b) Letters home are jargon-free and written in as clear and direct a style as possible.
- c) Correct titles and family names are used.
- d) Photographs/illustrations in information packs etc. reflect the whole school community and avoid stereotypical representations.

Parents/Carers Evenings

The school is sensitive to the particular difficulties parents/carers may have in attending these evenings.

- a) Interpreters can be provided and parents/carers are made aware of this prior to the evening.
- b) Meetings can be arranged at alternative times either in person or as a phone call.

3. THE SCHOOL ENVIRONMENT

Common Areas

The playground space caters for the interests and needs of all pupils. Specific areas are designated for a particular purpose e.g. 'quiet', 'active'. These are open to all pupils and their appropriate use communicated to pupils.

Displays

- a) Displays demonstrate the variety of talents, interest and achievement of the whole school community, its ethnic, gender, ability and social composition.
- b) Signs are written using language/images that supports pupils' understanding.

Access

The school is DDA compliant.

Clothing

Regulations on clothing allow for religious custom, but must comply with the school dress code, and do not discriminate on any grounds. Staff respect cultural difference and are required not to wear clothing that may cause offence.

4. THE SCHOOL COMMUNITY

Sexual and Racial Harassment

Guidelines for dealing with sexual and racial harassment and personally offensive behaviour involving pupils, staff, parents/carers and governors should be followed.

Staff Development and Appointment

- a) The school's approach to the recruitment, professional development and promotion of all staff must ensure equal opportunity.
- b) The school encourages the professional development of all staff through the implementation of an agreed staff development policy.
- c) Interview procedures, formal or informal, the compiling of references or other forms of reporting on staff refers to the equal opportunity criteria.

5. RESPONSIBILITY FOR IMPLEMENTATION

- a) Each member of staff is responsible for implementing and monitoring the Equal Opportunities Policy, both inside and outside the classroom.
- b) The policy is subject to regular systematic review and evaluation.
- c) Parents/carers and governors are actively involved in the implementation of the policy, through clear communication and discussion of the policy and its rationale.

6. MONITORING/EVALUATION

- a) Monitoring displays and assemblies.
- b) Through schemes of work.
- c) Regular reporting to governors and parents/carers.

This policy reflects the duty of all educational organisations to have updated and published their Equal Opportunities and Diversity Policy, to adhere to the Equality Act 2010. It describes the way in which the school meets the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy is applied to all staff and learners, as well as any volunteers working in the school.

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed.

