

**Equal Opportunity and
Diversity Policy
HASLAND JUNIOR
SCHOOL**

EQUAL OPPORTUNITY AND DIVERSITY POLICY

At Hasland Junior School we strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Legal Duties

The Equality Act 2010 replaced all existing equality legislation such as The Race Relations Act. The 2010 Act provides a single, consolidated source of discrimination law. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act makes it unlawful for schools to discriminate against, harass or victimise against a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides access to pupils or any benefit, facility or service
- By excluding a pupil or subjecting them or any other detriment

The definition of race includes colour, nationality and ethnic or national origins. The Act requires that schools make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

As a school we:

- Welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of learners at the school.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Tackle prejudice and promote understanding between people from different groups
- Observe good equalities practice, including staff recruitment, retention and development, and procurement
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Follow guidance from Derbyshire Children's and Younger Adults Service HR on equality in recruitment, selection and employment

- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaint not resolved internally, use the local authority complaints procedure
- Create a positive atmosphere where everyone feels proud to contribute and work together in making our school a happy and safe place
- Ensure that every child receives the best possible start to school life by providing broad and balanced learning opportunities
- Support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong
- Encourage individuals to respect and value other points of view in preparation for living in an every-changing society
- Deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best
- Recognising that we work in partnership with parents/carers, the local community and others
- Identify and celebrate every individual's strengths so that they are confident in building on their achievements and sharing them with others

School Context

Hasland Junior School values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within the ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender, sexuality or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

The policy must be read in conjunction with other related school policies such as behaviour, and special educational needs

Guiding Principles

In fulfilling the above, we are guided by three principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an independent world.

The Full Range of School Policies and Practices

We ensure that the principles listed above apply to the full range of our policies and practices, including those which are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

We will promote equality and challenge racism in a wide range of ways including:

- Developing opportunities to celebrate the richness and diversity of different cultures
- Dealing with issues of prejudice through assemblies and through the curriculum as appropriate
- Celebrating children's achievement
- Challenging inappropriate racist comments throughout the school
- Reporting all racist incidents
- Eliminating the use of racial stereotypes and negative images and promoting the use of positive images wherever possible
- Ensuring there are planned learning activities through curriculum delivery

Addressing Racism and Xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms which are directed towards religious groups and communities and against travellers, refugees and asylum seekers

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the reporting system they have in place.

Responsibilities

We believe that promoting equality is the whole school's responsibility:

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers and pupils are informed about the Equality and Diversity Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body on the effectiveness of the policy
- Ensure that the senior leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it
- Report racist incidents to the Governing Body and inform the Local Authority using the 'Reporting Racist Incidents' procedure.

Our governing body will:

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that any action plans are monitored through a relevant sub-committee
- Support the headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy.

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this policy
- Provide a lead in the dissemination of information relating to the policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy.

Our pupils/students will:

- Understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy.

Our parents/carers will:

- Have access to the policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy
- Be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the on-going development of the policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality and Diversity Policy
- Make known any queries or training requirements
- Identify and challenge racial, sexual, cultural bias and stereotyping
- Incorporate principles of equality and diversity into all aspects of their work
- Inform the Headteacher of any incidents

We will ensure that the whole school community is aware of the Equality and Diversity Policy by publishing it on the school website.

Information and Resources

We will ensure that the content of this policy is known to all staff, governors, parents and pupils, as appropriate

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail. Non statutory advice from the Department of Education should be referred for details about the Equality Act and how it assists schools in fulfilling their duties.

Religious Observance

We respect the religious beliefs and practices of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice

Breaches of the Policy

Breaches of the policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools and school in similar circumstances.

Our objectives will sit in our overall School Development Plan and therefore will be reviewed as part of this process.