



EQUALITY AND DIVERSITY POLICY

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Related documents: Equality of Employment Policy & Whistleblowing Policy

safe – happy – learning

We value:

working Together

happiness

achieving our potential

fairness and equality

kindness

safety and security

Our aim is for every child to:

- feel safe and secure at all times and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

Our commitment is to provide every child with :

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;

Equality and Diversity Policy

At Thorns Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do and “fairness and equality” feature in our core values. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.

Adults should expect employment practices to be fair and transparent for staff employment. The school works within the expectations set out by the local authority (LA) as well as what is set out in the ‘Comprehensive Equality and Diversity Policy’ of the LA.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn’t occur, **ALL** employees ‘have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements’ (Equality and Diversity policy LA, December, 2008)

VALUING DIVERSITY

At Thorns Primary we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults
- to ensure members of the Strategic Leadership Team are made aware of any issues which contravene the policy in order that the Head, or a senior member of staff can tackle the issue appropriately

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

At Thorns Primary we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

EQUALITY ISSUES IN RELATION TO RELIGION

At Thorns Primary we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. If the curriculum requires it we will visit a variety of places of worship (church, gurdwara, mandir, mosque, synagogue, temple as part of our RE work. We have "religious observance" days in school where each class does focused learning pertaining to religious festivals such as Christmas, Eid or Diwali.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION

At Thorns Primary we are aware that in life and in our society certain stereotypes have long existed e.g. boys and football, girls and cookery. We challenge these by providing a curriculum where all children have **EQUAL** access to **ALL** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent. We are happy to support a child's self-identified gender and to work closely with families around this. Our uniform policy is non gender specific, as is our staff dress code.

EQUALITY ISSUES IN RELATION TO CHILDREN/ADULTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Learning Support and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children. We work closely with other agencies to support children with more specific needs relating to a physical disability or visual or hearing impairment.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school.

CROSS-CURRICULAR ISSUES

We have our own bespoke curriculum, and within this there are many opportunities to learn about other cultures and different ways of living. Fundamental British Values underpin our whole curriculum and we ensure that issues of equality and diversity are reflected as appropriate. At Thorns Primary we monitor this carefully in order to ensure our policy is being implemented across school and would always challenge anything we felt breached this.

LIAISON WITH THE WIDER COMMUNITY

We involve the community in the following ways:

- we are happy to invite visitors who come from a variety of cultures, and communities to visit our school e.g. to present in assembly
- if appropriate we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship

PARENTAL/VOLUNTEER INVOLVEMENT

Thorns Primary is an open and welcoming school and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

We have a Family Support Worker who can support parents with their children and also difficulties that they might be experiencing at home.

Home School liaison and communication have recently benefited greatly from the school's website. Parents/carers can access information of events etc. more easily as well as school policies and practices.

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Thorns Primary. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

WHISTLEBLOWING

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing Policy.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes every two years, as well as on a day-by-day basis, or in response to legislation changes.

Further information and guidance on equalities can be found in the following school policies:

- Whistleblowing Policy
- Equality of Employment Policy