



Bluecoat C of E Primary School Great Torrington



Equality & Diversity Policy



GREAT TORRINGTON BLUECOAT C OF E PRIMARY SCHOOL

EQUALITY & DIVERSITY POLICY

This policy was adopted by the Governing Body on 28 January 2016

The policy will be reviewed on January 2020

Rationale

All children share the right to have equal access to a broad and balanced curriculum so that they may achieve their full potential, irrespective of their gender, ethnicity, religion, level of ability or social circumstances.

Aims

- To address equality of opportunity as a whole school issue which is reflected through the ethos of the school as well as through the curriculum, so as to align issues of equal opportunities with the whole of our school life.
- To increase understanding among all staff, parents/carers, governors and children themselves about equal opportunities.
- To respect, and where appropriate, acknowledge differences.
- To enhance and support the quality of relationships within the school community.
- To recognize the power of language:
 - a) to give individuals control over their lives
 - b) to precondition thinking and promote stereotypical attitudes and behaviour.
 - c) to challenge misconceptions by offering models and experiences that allow for alternative points of view.
- To raise awareness of the significance of the appropriate use of language, resources, materials and work throughout the school.

Guidelines

To be constantly aware of the need for topic planning to aim to include positive images, achievements and contributions of children, women and men, ethnic groups, people with special needs, those with different cultures, faiths, lifestyles, socioeconomic backgrounds and ages, so that the school aspires to reflect any diversity of linguistic, cultural, social and ethnic attachments at local, national and global levels.

Recognition of the need to take account of questions of access and the specific needs of individual children.

Opportunities to raise equal opportunities issues as and when they arise will be taken. In year group planning sessions teachers should aim to ensure that at least one equal opportunities issue or theme is covered half termly.

POLICY TO PROMOTE RACIAL EQUALITY

This policy was developed through a process of consultation with the governors and staff of Great Torrington Bluecoat Primary School.

Background

Great Torrington is a small market town set in rural North Devon. The population is around 5,000 and expected to grow. The town suffers from low income and high unemployment.

Aims and Values

We welcome our duties under the Race Relations (Amendment) Act 2000. We are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful racial discrimination

In fulfilling our legal duties listed above we are guided by three essential principles:

- Every child should have opportunities to achieve the highest possible standards, and the best possible start for the next stages of their life and education
- Every child should be helped to develop a sense of personal and cultural identity, in which they are confident and open minded, and that is receptive and respectful towards other identities
- Every child 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 interdependent world.

Leadership and Management

We are committed to:

- promoting good race relations, equal opportunities, inclusion, and tackling racial discrimination
- encouraging, supporting and helping children and staff to reach their full potential
- ensuring appropriate support for isolated and potentially marginalised children of different racial, cultural and religious groups including Asylum Seekers, Refugees, Gypsies and other Travellers
- working with Parents/Carers, and with the wider community, to challenge and eliminate racial discrimination and to follow and promote good practice

- creating an environment which respects and values cultural, linguistic and religious differences
- monitoring and evaluating practice

Responsibilities

All members of the Bluecoat Community have a responsibility to comply with this policy and its procedures and behave in a manner which respects and values racial, cultural and linguistic diversity.

The Governing Body is responsible for ensuring that:

- the Bluecoat Children's Centre fulfils its legal responsibilities
- this policy, its related procedures and strategies are implemented, monitored and reviewed

The Head Teacher is responsible for ensuring that:

- this policy is communicated and made readily available to staff, Parents/Carers
- the policy is implemented
- staff are aware of their responsibilities
- staff are given appropriate training and support
- appropriate action is taken in any cases of unlawful discrimination

The Head Teacher, Angela Fleming, and SENCo, Barbara Wearne, are the members of staff responsible for co-ordinating work on racial equality and for dealing with reported incidents of racism.

All staff are expected to:

- deal with racist incidents that may occur
- be able to recognise and tackle racial bias and stereotyping
- promote equal opportunities and good race relations
- incorporate principles of racial equality and diversity into all aspects of their work
- provide appropriate support to children in their class for whom English is an Additional Language
- Visitors and contractors will be made aware of and be expected to comply with this policy

Policy, Planning and Review

We will ensure that the principles and procedures listed above apply to the full range of our policies and practices, including those that 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/carers 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 Personal, Social and Health education
- Celebrating children's achievements
- 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

Implementing the Policy

The action plan for promoting racial equality will include:

- Professional development and in service training for teaching staff and support staff and training for the governing body
- Identification of resources to meet the needs of staff, governors and pupils in appropriate ways
- The means by which the school's policy and procedures are made known to staff and governors and also, as appropriate, to pupils, parents/carers

In addition the school will:

- Carry out race equality audits, including consultation, to assess the implementation of the policy
- Use qualitative and quantitative data to monitor the attainment and progress of ethnic minority pupils, and to set targets
- Monitor racist incidents, take appropriate preventative action and provide support
- Report such racist incidents on form 'Report Form for Racist Incidents' to the LA

Breaches of this Policy

All racist incidents by children will be regarded as a serious matter, and will be challenged and dealt with immediately. Further advice may be sought from the Head Teacher if needed. The incident will be recorded on an incident form, and the situation monitored for a minimum of one month.

All racist incidents by adults will be regarded as a serious matter.

Any example of racism by a non staff member will be challenged, reported and recorded.

Any example of racism by a member of staff will be treated as a serious disciplinary matter and dealt with in accordance with the school's personnel procedures.

DISABILITY AND INCLUSION

This document is a statement of the aims, principles and strategies for promoting the successful inclusion of children with disabilities at Great Torrington Bluecoat Primary School and the Bluecoat Children's Centre.

Rationale

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children share the right to have access to a broad and balanced curriculum, and to receive the most appropriate and effective provision for their needs, which will also enable them to fulfill their potential and to enjoy life at school. Provision for children with special educational needs and/or a disability is a matter for the school and Children's Centre as a whole. Not all children with disabilities have special educational needs and not all children with special educational needs meet the definition of disability.

"Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them"

"Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area."

Aims

- To minimize barriers to accessing provision which may result in disability
- To help each child to learn to appreciate and value their own strengths; to develop confidence and recognise value in their own contributions giving them high self esteem
- To create a climate of warmth and support in which all children feel able to risk making mistakes as they learn without fear of criticism
- To help each child to achieve their full potential
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that children with disabilities have the opportunity to join in with all school activities, as appropriate
- To identify children with disabilities as early as possible and ensure that all their needs are met

- To encourage regular and effective communication between parents/carers and school and to keep parents/carers fully informed at every stage in any plans to meet a child's special needs
- To ensure that all staff take responsibility for the achievement of all children in their classes including the implementation of any Individual Education Plans (IEPs)
- To ensure continuity of provision by liaising with pre schools and the Junior School

Admissions

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Parents/Carers seeking the admission of a pupil with severe sensory or physical or mobility difficulties are advised to approach the school as well in advance as possible so that consultations can take place. Please see the school's Accessibility Plan.

SEN and the Disability Act 2001

Bluecoat Primary School recognises The Disability Discrimination Act and agrees:

- Not to treat children with disabilities less favourably
- To make reasonable (anticipatory) adjustments so that children with disabilities are not at a substantial disadvantage