



Equality and Diversity

Our values which support and enable achievement for all

At St. Michael's Woolmer Green School every child is important, and we are committed to supporting the achievement of every person, enabling them to fulfil their potential and to develop as learners with self-respect. We aim to personalise learning so each child receives an education tailored to their specific needs. We realise that certain social divisions and prejudices act as obstacles to achieving that goal. We are therefore committed to challenging any discrimination and being fair to all, irrespective of their ethnicity, class, age, gender, academic status or disability. This commitment to ensuring that all our pupils have the opportunity to do well is also evident in the school aims, as well as the SEN policy.

We aim to develop a community of learners where diversity is respected and valued and to prepare our pupils to be tolerant members of society.

Any behaviour from a member of our school community which is contrary to the shared values of the school, will be responded to openly and fairly in the spirit of this policy statement.

Equal Opportunities

- Giving everyone the opportunity to develop their full potential
- Overcoming stereotypes and prejudices
- Helping all members of the school community to be able to identify and challenge discrimination
- Enhancing self-esteem both as individuals and as part of social and cultural groupings
- Access to high quality teaching regardless of gender, social background, race, religion or disability

EQUAL OPPORTUNITIES IN THE SCHOOL CURRICULUM

We believe that a predominantly 'monocultural' school like St. Michael's Woolmer Green needs a curriculum which helps our pupils to understand the diversity in society that they will meet in later life.

At St. Michael's Woolmer Green School, we have discussed how best to advance equal opportunities in the curriculum. We share the following guiding principles :

- We will avoid books and materials which are negative or demeaning
- We will promote respect and understanding of all beliefs, cultures and classes
- All children at St Michael's Woolmer Green will have equal access and encouragement to all areas of the curriculum

Attitudes and Values

We believe that the attitudes shown between staff and pupils can make a significant difference to pupils' learning, as reflected in our Vision Statement and Aims of the school.

At all times and with all pupils, we aim to :

- be available to talk with pupils about themselves and their learning;
- seek their opinion on new developments and procedures;
- be sensitive to our tone and manner when talking to pupils so that we do not humiliate them or criticise them in ways that belittle them, especially in front of their peers;
- be fair in all dealings by not prejudging pupils on the basis of past incidents;
- ensure that all pupils feel confident that they can do well and achieve something worthwhile.

Ethos and organisation

As a Church of England school our Christian and British values ensure that our principles apply also to our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and carers
- working with the wider community.

Prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties as outlined at the end of this policy.

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

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

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this 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 collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Legal duties

1. We recognise our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

2. We recognise our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.

Approved by Governors: March 2017