



INCLUSION, EQUALITY & DIVERSITY POLICY 2016

The Inclusion, Equality & Diversity Policy promotes a welcoming school environment where everyone is valued highly, and where tolerance, honesty, co-operation and mutual respect for others are fostered. The school is committed, through this policy, to the development of a supportive, secure and creative environment for all children.

The legal and local framework used in writing this policy is:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations 2014
- Race Relations Act (2000)
- Disability Discrimination Act (2005)
- Equality Act 2010 *
- Education and Inspection Act (2006)
- Duty to promote Community Cohesion, Education and Inspections Act 2006

*Equality Act 2010 : The Equality Act 2010 harmonises the existing three duties into one new duty which covers the seven equality strands of: age, disability, gender, gender identity, race, religion or belief, and sexual orientation. The act refers to a set of “protected characteristics” and includes two new characteristics: gender reassignment and pregnancy/maternity. The Equality Act 2010 aims to provide a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.

Our Aim

At Beever Primary School we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. We take seriously our contribution towards community cohesion.

At Beever Primary School we:

- Eliminate Discrimination
- Provide Equality of Opportunity
- Foster Positive Relationships

We aim to:

- provide a secure environment in which there is a strong focus on high aspirations and on improving outcomes for all our children and young people
- provide an independent learning environment with which all individuals are involved, reflected and feel a sense of belonging
- prepare children for life in a diverse society in which children are able to identify their place and their responsibilities in the local, regional, national and international community, successfully preparing children for the skills needed in adulthood
- include and value the contribution of all families to our understanding of equality and diversity with a clear focus on the participation of children and young people and parents in decision-making at individual and strategic levels

- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (age, disability, gender, gender identity, race, religion or belief, sexual orientation, gender reassignment and pregnancy/maternity)
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities

To achieve these aims we will:

- implement joint planning and commissioning of services to ensure close co-operation between education, health/social care and ethnic diversity services
- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies and impact assessments with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcoming any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- positively maintain high expectations of behaviour which demonstrates respect to others
- ensure that all reasonable adjustments are made to ensure equality of opportunity with respect to disability;
- apply a graduated approach to identifying and supporting pupils and students with SEND
- have a co-ordinated assessment process leading towards an Education, Health and Care plan (EHC plan) for children identified as having the most significant and complex needs, where families are fully involved in planning, commissioning and reviewing services;
- actively promote parent/carer forums to monitor that needs are met by services;

Roles and Responsibilities

It is the Pastoral leader and SENCO's responsibility to:

- follow guidance on joint planning and commissioning of services
- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- ensure that all reasonable adjustments are made to ensure equality of opportunity for all children with disability.

And in partnership with the Senior Team to:

- contribute to the SLT in monitoring high quality support for all, including SSE and appraisal systems
- actively challenge and take appropriate action in any cases of discriminatory practice
- address any reported incidents of harassment or bullying in line with LA guidance
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on progress for governors annually

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying
- address effectively all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of any protected characteristics

- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, developments and issues by attending relevant training and accessing information from appropriate sources.

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish measurable equality objectives
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinise the recording and reporting procedures at least annually
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be pro-active in recruiting high-quality applicants from under-represented groups

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of identified vulnerable groups in our school e.g. gender, race, ability or additional needs, looked-after status, free school meals etc.
- In addition to monitoring to help overcome any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. Regular lesson observations as part of as part of the Performance Management cycle ensure that all children are effectively involved in lessons, and differentiation is appropriate and effective. Appropriate use of intervention and adult support ensures that all children can access all aspects of school life. Work scrutiny is carried out to ensure appropriateness and inclusivity.
- The data collected is used to inform further school planning, target-setting and decision-making
- The impact of school policies on all aspects of access, admission and exclusion data will be considered

Policy adopted: November 2016

Policy review date: September 2017