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# HIGH LANE PRIMARY SCHOOL

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## Equality and Diversity Policy

Date policy was agreed with Governors	Spring 2019
Review Date	Spring 2020
Person(s) Responsible	Headteacher
Signed:	Date:

This policy is based on the Stockport model policy

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, safe, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

## **EQUALITY AND DIVERSITY POLICY**

### **CONTEXT**

High Lane Primary School is situated in Stockport, south of Manchester. It is part of the Greater Manchester conurbation. At present we have a very low percentage of the pupil population from ethnic minority groups although we do have pupils from different cultural, social, religious and ethnic backgrounds. The school seeks to recruit and employ staff on the grounds of ability and does not discriminate on the grounds of ethnic origin, colour, religion, marital status, gender, disability or political or sexual orientation.

Equality of Opportunity is a concept which is enshrined both in our school aims and objectives and in our school policies. The school can have an influence on the confidence, aspirations and future career choices of both staff and pupils and the range of choices made available can help to develop skills, talents and abilities.

### **AIMS AND VALUES**

Our school ethos states:

High Lane Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At High Lane Primary School we seek to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of *Every Child Matters* (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for a life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, 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:

- 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 overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

## **LEADERSHIP, MANAGEMENT AND GOVERNANCE**

High Lane Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authorities (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our 'Equality and Diversity Policy' is followed.

## **RESPONSIBILITIES**

### The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize 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.

## The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with 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;
- report to governors annually.

## All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying.
- deal effectively with 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, development and issues by attending relevant training and accessing information from appropriate sources.

## **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.

## **POLICY PLANNING AND REVIEW**

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at High Lane Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality action plan with clear objectives in relation to all strands covering a three year period.

## Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

- All School Improvement Plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. For example, achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group. Data collected will be used to inform future school planning and decision making that will be detailed in the SIP. For example, Staff will be afforded a access to good quality CPD and the impact of this on standards will be monitored.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

### Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure that the school meets its duty to positively promote diversity. For example, lesson observations and work structures record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity. Children are involved in planning and reviewing their own learning and progress.
- 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.

The legal and local framework for this policy is:

Equality Act 2010

Children and Families Act 2014

Education and Inspections Act 2006

Duty to Promote Community Cohesion, Education and Inspections Act 2006

Stockport Diversity and Equality Policy and Comprehensive Equality Scheme