

Forty Hill C of E Primary School

Equalities and Diversity Policy



Introduction

We believe that at Forty Hill CE Primary School, attitudes and behaviour are based on the fact that every member of the school community is of equal importance in the eyes of God. This policy explains our vision and commitment to equality of opportunity and the respect for diversity as a provider of quality experiences for the children and adults who attend Forty Hill.

Forty Hill CE Primary School is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are considered to be of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all people in our school community. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties 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.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their age, disability, sex (gender), race, mental health issues, religion or belief, gender reassignment or sexual orientation. We acknowledge that there are other characteristics that could be the basis of discrimination and that some discrimination is unconscious. We welcome feedback from all stakeholders where they believe that they could have been the victim of conscious or unconscious bias.

Our approach to equality is based on the following 6 key principles:

1. All learners are of equal value

Whether or not they are disabled, suffer from mental health issues, whatever their race or ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation, all learners at Forty Hill are recognised as learners of equal value.

2. We recognise, respect and value difference and understand that diversity is a strength

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, mental health, race, ethnicity, gender, religion, belief or faith, sexual orientation and financial position. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, support and visit Forty Hill CE Primary School.

3. We foster positive attitudes and relationships

We pride ourselves on being a school which places Christian Values at the heart of everything we do. At Forty Hill, we actively promote positive attitudes and mutual respect between groups and communities different from each other, encouraging our children to articulate and discuss their beliefs and differences on an even platform.

4. We foster a shared sense of cohesion and belonging

We want all stakeholders of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. To this end, we welcome the support of our Association of Parents and Friends (APF) and class representatives, as well as our Governors, who give up their time, voluntarily, to support and promote the school within the local community. Our

curriculum also encompasses a local unit, where children spend time looking at, and visiting, areas of the local community. We have strong links with our Parish Church, Jesus Church and a good relationship with Forty Hill and the Tottenham Hotspur Training Ground.

5. We observe good equalities practice for our staff

At Forty Hill, we ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development, regardless of gender or disability. Policies are updated regularly and agreed by the Governing Body to ensure up-to-date practices are adhered to.

6. We have the highest expectations of all our children

We pride ourselves on being an inclusive school with a strong Christian ethos. We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have an active learning and teaching style, expecting all pupils to make good progress and achieve their highest potential. We encourage our children to challenge poor and extreme behaviour of any kind, educating the children on British Values and online-safety. Our staff strive to deliver the highest standards of education for all groups, including the most vulnerable groups, promoting academic excellence as well as emotional well-being for all.

Eliminating discrimination, harassment and victimisation

We actively promote equality and diversity through our values, the curriculum, focus weeks and by creating an environment which champions respect for all. All staff have had training on radicalisation and the Prevent Duty, enabling them to challenge any extremist views. The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

Behaviour, Exclusions and Attendance

The school's Behaviour Policy takes full account of the duties under the Equality Act. The school's Christian Values are woven into our day-to-day conversations and we prepare our children to be articulate and confident to challenge poor or extreme behaviour. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on behaviour, attendance, absence and exclusions from school for evidence of over-representation of different groups and take action promptly to address concerns, involving parents and outside agencies as appropriate. This data is held on our Management Information System (MIS) ScholarPack. The information is scrutinised by Governors who are responsible for ensuring that no group is being disadvantaged.

What we are doing to foster good relations

As a CE School rooted in Christian Values, we consider it a necessity to prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

At Forty Hill, we provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events and guest speakers.

Equal Opportunities for staff

Forty Hill CE Primary is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We respect the religious beliefs and

practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. Where appropriate we will provide training, guidance and information to enable them to do this. We count on the support of pupils, parents, staff, governors and the wider community to ensure that all people are valued and treated fairly in our diverse multi-cultural society.

Monitoring the Equalities and Diversity Policy

In order to ensure that the work we are doing on equalities and diversity meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evenings, parent reps forum and Governors' meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that the Governing Body and the governing body's sub committees are aware of any relevant data

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan, Self-Evaluation review, school policies and information on the school website and frequently within our fortnightly newsletters. There are also references in the minutes of meetings involving governors, the whole staff, the senior leadership team, class parent representatives and school council.

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