



Vernon Park Primary School

Equality and Diversity Policy

At Vernon Park Primary School the staff 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 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 gender, ethnicity, disability, sexual orientation, religion and age;
- 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;
- aim publish and share our policies and impact 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;

Practice

1. Admission

The school follow the LA Admission policy, which does not permit race, sex, colour or disability to be used as criteria for admission to the main school. The LA allocates places in the Nursery and Reception classes and Speech and Language Centre pupils on the basis of agreed criteria.

2. Registration

Pupil's names should be accurately recorded and correctly pronounced. Pupils are encouraged to accept and respect the names from other cultures. Registers and lists are produced in alphabetical order.

3. Discrimination

All forms of discrimination by any person within the school are treated seriously. Incidents of discrimination are reported by the Head Teacher to the FGB whether they take place in the classroom or playground. The Head Teacher will complete a racist incident form within twenty-four hours and a copy is sent to the LA. The Head Teacher makes it clear to offending individuals that such behaviour is unacceptable. All incidents will be reported to parents. All parents with complaints are treated with sensitivity. Issues are dealt with promptly and feedback is given as soon as possible. Boys and girls are disciplined in the same way for the same offence. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Any discriminating graffiti is immediately removed. Parents are made aware of the school's commitment to equal opportunities, primarily through the school prospectus.

4 Staff

The school is welcoming to all staff, pupils and visitors. The staff seek to promote a school and classroom where children feel safe and secure. All staff should be suitably aware of possible cultural assumptions and bias within their own attitudes. Staff should endeavour to understand the background and experience of ethnic minority pupils and to set high expectations to help children achieve their potential. Close liaison with families in the school is seen as beneficial. Support and advice is available from the LA Ethnic Diversity Service and the Stockport English Language Service.

5. The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum is balanced, objective and sensitive and does not highlight sexual and cultural diversity in a negative way. Fundamental British Values are promoted at every opportunity. Displays represent all the school community and should create positive images of all groups in society. Opportunities are identified to celebrate linguistic and cultural diversity, e.g. celebration of festivals.

6. Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they use themselves. Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others. Referrals should be considered to the Ethnic Diversity Service for all pupils with EAL. The service is able to provide support and advice, as necessary. Parents should be informed that the LA provides a translation service for school information.

7. Performance

The attainment of pupils in statutory end of key stage assessment is analysed on the basis of gender, SEN, ethnicity, disability and EAL. Attendance and exclusion will also be analysed on the basis of equal opportunities. Progress, attainment and target-setting are tracked by the Head Teacher through computer tracking systems.

8. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability, disability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multi-cultural and non-sexist, containing positive images of all groups. Variety

should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

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.

The Head Teacher

It is the head Teacher'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;
- produce required reports for governors.

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 race, gender, religion, age and sexual orientation;
- 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.