



All Saints C of E (VA) Primary School

Equality & Diversity Policy

This policy replaces the equal opportunities policies of employment and equal opportunities for pupils.

Reviewed by: **Governing Body**

Date of approval by Governing Body: **December 2015**

School's date of review: **March 2017**

School's date for next review: **March 2018**

Mission Statement

Creative Learning in a happy and caring Christian Community

In our school we aim to:

- Provide a stimulating and caring Christian environment in which children can gain in experience and understanding, and develop to the full their own talents and abilities within the tenets of the Christian faith.
- In this environment, they are encouraged to acquire both self-respect and respect for other members of the community, and to care for their local environment.
- Ensure that the children have a firm grasp of basic skills, and encourage the acquisition of these through interesting and stimulating work.
- Foster the development of an enquiring attitude towards work and to encourage the creative and imaginative ability of the child.
- Achieve a harmonious school atmosphere in which the child will identify strongly with the school and its objectives, including the links with All Saints Church.

Equality Statement

Legal Duties:

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member. Our belief in treating one another with kindness and consideration is underpinned by our Christian values and permeates throughout every aspect of school life.

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise his or her potential. We believe in setting high standards in every aspect of school life, for example, presentation of work, dress, manners,

speech, attitudes to others and work. The endeavours of all children are valued, and achievements are celebrated and shared.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school

	community. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Policy and our published equality information and equality objectives by publishing them on our school web site: <http://datchworth.herts.sch.uk/>

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: December 2015

Date to review in the future: March 2018



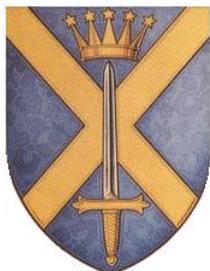
All Saints C of E (VA) Primary School

Equality & Diversity Objectives

Date: September 2015

Objective	Actions	Timescale	Person responsible	Success Criteria
<p>Inclusion for children with additional needs or Care Plans to ensure equal access to the curriculum and ensuring their wellbeing within the school.</p>	<p>Write, review and share Care Plans with pupils, parents and members of staff.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Create a Care Plan folder that will be kept in the office. • Ensure Care Plans are reviewed on a yearly basis or sooner if required. • Ensure Care Plans can be easily accessed and that all members of staff know where to find them and which pupils have one <p>Year 2</p> <ul style="list-style-type: none"> • Care Plans continue to be updated annually. • Care Plans to be shared with all members of staff on an annual basis. • The wellbeing of children who have Care Plans will continued to be reviewed. 	<p>Head Teacher Class Teachers SEN Co-ordinator Support Staff Pupils Parents School Nurse</p>	<p>Children with a Care Plan have safe and successful experiences at school that promote physical, social, emotional and intellectual development.</p>
<p>To ensure appropriate provision for children with autism or a spectrum diagnosis so that they can make good progress within the school.</p>	<p>Identify children with autism or a spectrum diagnosis and make sure class teachers are using appropriate provision for individuals.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Members of staff to attend 'The Autism Spectrum' training run by Julie Prentice. • SENCo to attend a talk by Dr Glenys Jones on 'Understanding the educational needs of children on the autism spectrum.' • Children on the autism spectrum to have 	<p>Head Teacher Class Teachers SEN Co-ordinator Support staff Pupils & parents</p>	<p>Results for children with autism or a spectrum diagnosis will continue to make good progress.</p>

		<p>IEPs reviewed and written termly with the support of parents.</p> <p>Year 2</p> <ul style="list-style-type: none">• SENCo to continue to develop her role as Autism Lead.• SENCo to attend AET Training Tier 2 and share information to the rest of the staff during a staff meeting.• With the support of the Communication and Disorders team ensure that children with autism or a spectrum diagnosis continue to make good progress.		
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Equality & Diversity Objectives Review

Date: March 2017

Objective	Actions	Achievements	Impact	What next?
Inclusion for children with additional needs or Care Plans to ensure equal access to the curriculum and ensuring their wellbeing within the school.	Write, review and share Care Plans with pupils, parents and members of staff.	<p>Year 1:</p> <ul style="list-style-type: none"> All staff are aware of the 'Care Plan' folder. It has a copy of all the latest and most up-to-date Care Plans and can be found in the office. Staff have been made aware of the children in their class who have a Care Plan in place. They have been given a copy of the plan. 	Children with Care Plans have been able to participate in most aspects of school with reasonable adjustments having been made following the advice on the Care Plans. The staff are all aware of the children who have Care Plans in place and this has helped create a safer environment for them.	Care Plans continue to be updated annually and shared with all members of staff on an annual basis. The wellbeing of children who have Care Plans will continue to be reviewed.
To ensure appropriate provision for children with autism or a spectrum diagnosis so that they can make good progress	Identify children with autism or a spectrum diagnosis and make sure class teachers are using appropriate provision for individuals	<p>Year 1:</p> <ul style="list-style-type: none"> All members of staff agreed that 'The Autism Spectrum' training with Julie Prentice was very useful and gave us all a better understanding of children who have autism. The SENCo got some good advice which was later shared with other members of staff from 	Children with autism or a spectrum diagnosis have been able to participate in all aspects of school with some appropriate	SENCo to continue to develop her role as Autism Lead. SENCo to attend AET Training Tier 2 and share information to the rest of the staff during a staff meeting.

<p>within the school.</p>		<p>the 'Understanding the educational needs of children on the autism spectrum' talk by Glenys Jones.</p> <ul style="list-style-type: none"> • SENCo is now the school's 'Autism Lead.' • IEPs continue to be reviewed and updated termly for children with autism. 	<p>adjustments having been made following the advice given. Children have made good progress within school and have a sense of security having been better understood and included in all aspects of school.</p>	<p>With the support of the Communication and Disorders team ensure that children with autism or a spectrum diagnosis continue to make good progress.</p>
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