

CRANSLEY SCHOOL

**EQUALITY
AND
DIVERSITY
POLICY**

SEPTEMBER 2009

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1. Context

The legal framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

Cransley School is a small independent school situated in the grounds of Belmont Hall, a Grade I listed Georgian building. It has a wide catchment area with a radius of fifteen miles. Cransley provides for children from three years to 11 years (girls and boys) in the lower school and from 11 years to 16 years (girls only) in the upper school. The vast majority of students are from White British backgrounds with approximately 5% from ethnic origin, and currently three pupils have Statements of SEN. The School has two teachers dedicated to teaching one-to-one multi-sensory lessons to children who are dyslexic.

Cransley takes great pride in meeting the individual needs of all pupils and enjoys a good reputation for attainment at each Key Stage. Pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents value the educational provision, are extremely supportive and eager to work in close partnership with the school. An energetic PTA supports the life of the community, raising substantial funds to enrich the educational provision, and helping to develop and enhance the outdoor environment.

2.AIMS AND VALUES

Our school ethos states:

Cransley 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 Cransley School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

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 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.

Having regard for:

- Boys and girls
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;
- Pupils who are gifted and talented;
- Pupils with special educational needs and pupils who are at risk, disaffection and exclusion.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and assessments with the whole community;
- 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;
- take account of parental preference related to religion and culture;
- take steps to ensure that the school's admissions process is fair and equitable to all pupils;
- Encourage all parents/carers to participate at all levels in the full life of the school.

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Cransley School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, outside agencies 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 assessments informing future plans;
- Scrutinize the recording and reporting procedures at least annually;
- Follow the School'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;
- 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 school policies
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Keep governors informed of progress through regular meetings

All Staff

The skills of all staff, including non-teaching staff are recognised and valued. All are given status and support and are encouraged to share their knowledge.

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 such as the Staff Handbook;
- Ensure that the classroom is an inclusive environment in which positive steps are taken to allow all pupils to participate;
- Respond to pupil's different learning styles in order to engage all pupils;
- To encourage all pupils to question, discuss and collaborate.

Breaches of the Policy

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

3. MONITORING, REVIEWING AND ASSESSING PUPIL ACHIEVEMENT

This policy will be regularly monitored and reviewed through incident records, the pastoral system, through staff meetings and pupil records.

- The School Development Plan forms an essential part of the school's action on equality. It includes targets determined both by teaching staff and the management team for promoting inclusion and equality in the school;
- It ensures other school policies address equality issues and celebrate diversity;
- Pupil performance is monitored and tracked by formal and informal procedures;
- Any pattern of underachievement is addressed through target curriculum planning, the pastoral care system, teaching and support;
- The school ensures where possible that assessment is free of gender, cultural and social bias;
- Staff use a range of methods and strategies to assess pupil progress, sometimes applying strategies that are appropriate to individual children;
- Resources, displays and texts are reviewed regularly to ensure appropriateness and inclusivity;
- Self-assessment provides pupils with opportunities to take responsibility for their own learning through regular reflection and feedback of their progress;
- Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement;
- Overall responsibility for monitoring the equal opportunity and diversity policy within the school rests with the Head Teacher and Senior Management Team reporting to the Governing Body.

