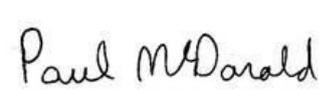




**INCLUSION and EQUALITY POLICY**

**This policy should be read in conjunction with the SEN Information Report**

<b>DATE APPROVED BY ST. STEPHEN'S PRIMARY SCHOOL COFE PRIMARY SCHOOL</b>	June 2018		
<b>REVIEW DATE</b>	Currently under review by Governing Body		
<b>SIGNED HEAD TEACHER</b>		<b>DATE</b>	June 2018
<b>SIGNED CHAIR OF GOVERNORS</b>		<b>DATE</b>	June 2018

At St Stephen's CE Primary School, we encourage every child to reach their full potential, nurtured and supported in a Christian community, which lives by the values of friendship, thankfulness, kindness, forgiveness, respect, service and peace. St Stephen's CE Primary has a distinctive Christian ethos, which is at the heart of the school and provides an inclusive, caring and supportive environment where children build each other up in love and learning. We are committed to promoting equality of opportunity as required by The Equality Act 2010 and tackling unlawful discrimination in all its forms whilst retaining our distinctive Christian ethos.

Each child is valued both as an individual and as a member of the school community. We are committed to equal opportunities and by this we mean that all pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of race, culture, religion, disability, gender, gender identity or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community. We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour. The school's Anti Bullying policy sets out guidance for dealing with bullying behaviour.

#### AIMS AND OBJECTIVES

- All governors and staff should know what the policy is on Race and Equalities and follow it when discrimination is reported.
- All young people, parents and carers should know what the policy is and what they should do if discrimination arises.
- All members of the school community will challenge and act on all forms of discrimination that are witnessed or reported.
- We aim to prepare our children for life in a culturally diverse society, free from discrimination and prejudice.
- Posts are available to everyone and that information is in a form all can access and that all are recruited and trained on basis of ability, the requirements of the job, appropriate experience, qualifications and similar relevant criteria.
- No-one will receive less favourable treatment because of race, nationality, colour, ethnic origin, sex, marital status, sexual orientation, gender identity, age or disability.
- To work in partnership with the local communities to reflect the diversity of its religious and cultural traditions.
- Everyone is treated with fairness and respect.
- Our school will be managed in such a way that no-one will be disadvantaged or treated unfairly.
- Employees will be supported in any incident of harassment they may encounter.

#### DEFINITIONS

**Discrimination:** behaviours, practices and institutions which disadvantage groups or individuals on the ground of race, culture, religion, disability, educational ability, age, gender, gender identity and sexual orientation.

**Harassment:** behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

**Racial Incident:** any incident which is perceived to be racist by the victim or any other person.

## **EQUALITIES DUTIES FOR SCHOOLS**

### **RACE**

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools are statutorily obliged to have due regard to:

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

Racist incidents are reported to the Local Authority termly.

We promote a multi-cultural approach to education at St Stephen's. Careful monitoring helps us to ensure we maintain a community where everyone feels safe, welcome and valued.

We work towards achieving this by:

- Displays reflecting the richness in cultural diversity using photos, artefacts, children's work
- The website and Twitter reflects success in all groups
- A curriculum which reflects multi-cultural aspects
- Encouraging open discussion and discussing fundamental issues which affect all people
- Respecting all and upholding our school values of friendship, thankfulness, kindness, forgiveness, respect, service and peace
- Inviting representatives of other cultures to school to talk to children
- Visits to local places of worship or cultural communities
- Ensuring books in our class and central library provide a rich variety of fiction and non-fiction to represent different cultures
- Encouraging home school links via a class board to encourage children to share traditions and celebrations from home
- Celebrating festivals from different religions throughout the year
- Positively and proactively promoting the British values to recognise tolerance and understanding
- PSHE taught and embedded in the curriculum
- Collective worship celebrates a variety of religions, cultures and traditions. See Collective Worship Policy

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

At St Stephen's, we are committed to welcoming and celebrating diversity. In order to provide equal opportunities for EAL pupils we aim at all times to respect and value each child's home language(s), religion and culture. We believe every child should have access to the national curriculum and appropriate support will be provided to facilitate this.

### **DISABILITY**

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions.

We will:

- promote the elimination of unlawful disability discrimination;
- promote equality of opportunity. The Disability Equality Duty (DED) came into force in December 2006. This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications

### **PARENTS ATTENDING EVENTS**

- At public events such as parents' evenings, school plays or award ceremonies, the school acts as a service provider. We will, therefore, make reasonable adjustments to ensure these events are accessible to all. Parents with disabilities are invited to communicate any barriers which make prevent them from accessing public events and we will make reasonable adjustments

What is reasonable for an organisation to do depends on, among other things:

- Its size and nature
- The nature of the services it provides

## **ADDITIONAL EDUCATIONAL NEEDS**

St Stephen's school ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers. See Inclusion Policy and SEND Information report 2018. Our priority is to provide Quality First Teaching for all pupils - 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' Code of Practice 2014 6.37.

Teachers regularly adjust their practice to ensure all children have access to the teaching.

This includes:

- differentiating the activity;
- arranging and adapting class furniture and seating plans;
- adjusting the format of resources such as the whiteboard, books and reading materials;
- supplying specialised writing tools and classroom equipment;
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils;
- guided groups.

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary, such as:

- small group support at lunchtimes;
- yoga, counselling sessions, nurture groups;
- monitoring the attendance at school clubs and extra-curricular activities of pupils with additional needs;
- individual risk assessments and adjustments for children to be able to access school trips and educational visits;
- sensory toys and distraction tools to help with focus and concentration.

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are deployed according to need and additional hours as outlined in Educational Health Care plans.

Children with EDUCATIONAL HEALTH Care plans (EHCPs) have individual passports. A passport is written in collaboration with the child and the parents/carers and provides a brief summary of the child's needs, their strengths and the best ways to support them to achieve their outcomes. This is made accessible to all adults who work with the child.

## **GENDER INCLUDING TRANS-GENDER**

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

It is our aim at St Stephen's to promote equal respect for all children. We acknowledge achievement and effort in all areas of the curriculum and the whole life of the school regardless of Gender. We monitor the achievement of pupils in relation to gender and strive to close any gaps.

We aim to do this by

- Promote an atmosphere of respect through our school values
- Acknowledge the differences between genders and celebrate diversity
- Ensure our class and central libraries do not promote stereotypes but positively promote equal opportunities
- Ensure equal access to clubs and all school opportunities and promote non-stereotype activities
- Ensure equal access for boys and girls to playground, playground equipment and class resources
- Ensure both boys and girls are encouraged to speak up and actively ensure one group is not dominant
- To provide opportunities for children to work in mixed groups to learn to appreciate others strengths
- As staff at school we aim to be careful about the things we say and do so as to avoid giving the children mixed messages
- Challenge stereotypes during collective worship and in all school situations

## **SEXUAL ORIENTATION**

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

## **RELIGION AND BELIEF**

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents. We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs and cultures.

## **AGE**

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the school's anti-bullying policy.

**COMMUNITY COHESION** 'Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical developments of pupils at school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' (The National Curriculum September 2013) The Education and Inspections Act 2006 also inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds. By 'Community' we mean:

- the school community – the pupils, their families and the school's staff

- the community around the school –the local community of people who live and work there
- the wider community of Britain (the understanding of British Values)
- the global community – formed by EU and international links.

## RESPONSIBILITIES

### **Governors are responsible for:**

- Ensuring that the school complies with the relevant equality legislation
- Ensuring that the school Race and Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed every three years

### **The Head teacher and Leadership Team are responsible for:**

- Ensuring that the school Race and Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed every three years
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, disablist, homophobic, sexist or related to gender, religious beliefs or learning ability.
- Monitoring and dealing effectively with incidents of harassment, by auditing the curriculum, monitoring attainment and ensuring equality of opportunity for all our pupils and staff

### **All staff are responsible for:**

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations

## ADMISSION PROCEDURES

In our admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender, gender identity or sexual orientation (see Admissions Policy).

## THE CURRICULUM

We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images, ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community. PSHE, SMSC and the British Values are a tool for fostering attitudes and values. We aim to meet the needs of all pupils by differentiating appropriately. We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language, with guidance from the Local Authority Inclusion team.

## BREACHES OF THE POLICY

Any incident of discriminatory behaviour by pupil staff, parents, visitors and contractors is reported to the Headteacher or Deputy Headteacher immediately. Breaches of the policy will be dealt with in line with our commitment to meet the general duty. The incident will be discussed in line with the school's commitment to anti-discriminatory practice and appropriate action taken. . If the Head teacher is suspected of discriminatory behaviour, the matter should be reported to the Chair of the Governing Body.

#### **REVIEWING AND MONITORING THE POLICY**

The policy will be reviewed every three years.

#### **PUBLICATION OF THE POLICY AND CONSULTATION AND FEEDBACK TO PARENTS AND CARERS**

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request.