

# Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,  
Trust, Friendship and Hope.*

## Equalities and Diversity Policy



Date of Policy: July 2017

Date of Review: July 2019

Adopted by Governing Body: September 2017

Signed by Chair of Governors: Katherine Wright

Handwritten signature of Katherine Wright

# Equalities and Diversity Policy

## Spalding Parish Church of England Day School

### Statement of Intent

We are a community dedicated to learning. We support children to develop the skills for life. As learners we will make mistakes and learn from them; always making new mistakes. We will not fault find and blame others. We will listen and ask questions, discussing things openly. We will keep ourselves informed. We will have fun and laugh together. We will spend time becoming emotionally and inter-personally competent.

### 1) Introduction

The Race Relations Amendment Act 2000 imposes a general duty on schools and the school's Governors are legally responsible for ensuring that the school fulfils it's duties to:

-  Promote equality of opportunity;
-  Promote good relations between people of different racial groups;
-  Eliminate unlawful racial discrimination between people of different racial groups.

At Spalding Parish Church of England Day School we ensure:

-  All pupils have the opportunity to achieve their potential;
-  Racism is challenged and diversity is celebrated;
-  The school utilises experiences of all members of the community;
-  Parental involvement is encouraged across all racial groups;
-  Membership of the governing body reflects the local population and encourages governors from all cultural and ethnic backgrounds;
-  Incidents of racism or racial harassment are dealt with firmly and sensitively;
-  The school encourages liaison with minority black and ethnic groups.

### 2) Aims and Objectives

Spalding Parish Church of England Day School is a welcoming school where everyone is valued highly and where tolerance, honesty, cooperation 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 Spalding Parish Church of England Day 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 aim to:

- 🏰 Provide a secure environment in which all our children can flourish and achieve;
- 🏰 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;
- 🏰 Publish and share our policies with the whole school 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.

### 3) Roles and Responsibilities

#### Board of Governors

It is the Board of Governors 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;
- 🏰 Scrutinise 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 Board of Governors;

- 🏰 Provide information in appropriate, accessible formats;
- 🏰 Be involved in dealing with serious breaches of the policy;
- 🏰 Be pro-active in recruiting high-quality applicants from under-represented groups.

## 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 a report on progress for Governors annually.

## 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.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Board of Governors and LA as required.

## 4) Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. The data collected is used to inform further school planning, target-setting and decision-making.

## 5) Policy Review

This policy will be reviewed in two years.