



Anti-Discrimination Policy (Promoting Equality and Diversity)

**Adopted January 2017
Reviewed March 2019
Review date: March 2020**

Chair of Governors:

Headteacher:

Rationale

Our school is committed to providing the best education that we can for all our pupils, according to their needs. All adults and children are valued for the rich diversity they may bring in terms of race, culture, age, gender, faith or background.

Within our inclusive ethos we do not tolerate bullying, harassment or unlawful discrimination of any kind. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. The expression of challenging and sometimes uncomfortable ideas in their proper context, with a proper respect for the listener, is a necessary part of education. Nothing in this policy is intended to prevent this from happening.

Aims and Objectives

- Promote the individuality of all our pupils.
- Provide a wide curriculum that fosters positive attitudes, fairness and justice towards all.
- Reflect upon diversity in our community and the wider world.
- Create a positive and inclusive ethos based on respect for diversity.

1. Race Equality

Racism can be defined as conduct or words which treats an individual or group less favourably than those not of that group, on the grounds of their colour, culture, nationality or ethnic origin, and which is capable of :

- Interfering with their peace and comfort.
- Threatening their safety.
- Impacting on their self-esteem or quality of life.
- Demeaning them.

If such conduct (or words) is reported the matter will be investigated thoroughly and appropriate action taken, in line with our Behaviour Policy, to ensure that the incident is not repeated. The incident will be recorded and reported to the Governing Body and forms part of the data return to the Local authority.

It is acknowledged that such conduct, or talk, may sometimes occur through lack of knowledge or understanding, particularly on the part of young children. If this is thought to be the case, the opportunity to educate rather than punish will be taken.

2. Gender Equality

The school adopts the general principle that conduct which treats people differently from, and less favourably than, others on the grounds of their sex or sexual orientation is unacceptable, whether the conduct is that of children or adults, staff, visitors or parents. A particular aspect of this policy is that boys and girls have equal access to the curriculum according to their individual needs, irrespective of their gender. Senior staff monitor progress and attainment carefully and highlight any trends that may suggest inequality of access, so that action can be taken to redress it. **See appendix A for gender equality action plan.** Whereas boys and girls have equal access to appropriate sex and relationships education, this does not necessarily imply they should always have the same lessons together. Where appropriate girls and boys may be taught aspects of this separately and appropriate to their age and understanding.

3. Religious Equality.

Children of all faiths or no faith may apply for a place at our school and that 'faith' or 'no faith' criteria do not feature in our admissions procedure. Parents have the right to withdraw their children from RE or Collective Worship in accordance with our RE and Collective Worship Policies. Behaviour whereby children of faith or no faith have reason to feel threatened by actions or remarks that devalue their beliefs is not tolerated and is dealt with in line with our behaviour policy.

4. Disability Equality

From 1st October 2004, it became unlawful to discriminate against people with disabilities by hindering them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable reasonable access.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties, as well as those relating to mobility and physical dexterity. The definition also covers certain medical conditions when they have a long-term and substantial effect on everyday life.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, nor vice versa.

- We will ensure that pupils with disabilities have an opportunity equal to that of non-disabled pupils to benefit from the education our school provides.
- We will not treat a pupil with a disability less favourably than others because of his/her disability.
- We will make all reasonable adjustments to ensure that a pupil with one or more disabilities is not placed at a disadvantage, and to encourage parents and/or carers to liaise with us to ensure this happens.
- We will do our best to anticipate the needs of a pupil with disabilities before he/she joins the school. (For example by attending TAC meetings and liaising with Lead Professionals and Portage workers)

5. Adults

Our anti-discrimination policy is applicable to all adults that work or have contact with the school. Incidents of discrimination with or between adults in any of the categories listed above is not tolerated and the same rigorous standards apply, including the reporting of such incidents.

When the Headteacher and Governors are appointing staff, the same anti- discriminatory standards and protocols will apply to all areas where discrimination could occur.

6. Duty to Promote Equality

All schools are under a duty to promote equality and good relations between people of different race, gender, and those with disability. We are committed to upholding this principle.

7. Monitoring and Review

It is the responsibility of the Headteacher and the Governors to monitor anti-discrimination policy and practice. This monitoring will help to ensure that measures to combat discrimination and promote equality are embedded appropriately in the ethos and practice of the school. All staff are made aware of the agreed policy and practice of our school as part of their induction.

Appendix A

Target	Actions	Who?	When?	Success Criteria
<p>To maintain the quality of teaching and learning outcomes by: maintaining the above average outcomes in all key performances measures at EYFS, Year 1 phonics, KS1 and KS2</p>	<p>Close the gap between vulnerable groups/PP and others closes due to high levels of challenge within effective support.</p> <p>Same day interventions are used in every class to address misconceptions quickly.</p>	<p>AR All staff</p>	<p>End of each term data drop</p>	<p>School remains inline or above national average in all key attainment and progress measures.</p>
<p>To improve the standard of SPAG across the school, with a particular focus on boys' spelling</p> <p>Data: 2018 KS2 cohort</p> <p>ARE: 87%</p> <p>GD: 53%</p>	<p>Teachers to conduct a 'gap' analysis in SPAG and writing composition and plan for intervention in lessons. (SPAG.com is a useful resource for this.)</p> <p>SPAG is taught well, teacher's subject knowledge is strong.</p> <p>SPAG assessments are carried out each term in KS1 and KS2</p>	<p>CS</p>	<p>Half termly</p>	<p>Spelling gap is closed</p>