

Westfield Primary School and Nursery



Diversity and Equality Policy

**Date ratified: May 2017
Ratified by: CSP Committee
Date to be reviewed: May 2018**

Equalities Policy

The Governing Body of Westfield Primary School and Nursery updated this policy in May 2017.

This policy will be reviewed annually.

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

The whole school value and ethos of Westfield Primary School and Nursery which respects and values every member of the school community is embedded in the day to day running of the school and throughout all aspects of school life.

At Westfield Primary School and Nursery we believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Westfield Primary School and Nursery, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all children for life in a culturally diverse society.

Westfield Primary School and Nursery recognises the challenge of expanding children's contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher supported by the Deputy Head and the Governing Body. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governors responsible for this area who are Emma James and Laura Wells. Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g, SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - o Pupils' progress and attainment
 - o Learning and teaching
 - o Behaviour discipline and exclusions
 - o Attendance
 - o Admissions
 - o Incidents of prejudice related bullying and all forms of bullying
 - o Racist incidents and racist harassment
 - o Parental involvement
 - o Participation in extra-curricular and extended school activities
 - o Staff recruitment and retention
 - o Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles
- All staff will ensure that curriculum content and resources and the learning environment present and value Britain as a culturally diverse society and develop children's understanding of the wider world.
- In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.
- We address the nature of inequality as it arises within the setting.
- We enable children to develop the concept of citizenship through inclusion within the group.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Attendance, Exclusion and Behaviour

- Westfield Primary School and Nursery recognises that attendance and exclusion rates for particular groups of pupils can be unequal. Attendance, exclusion rates, reward systems and numbers of pupils with Pastoral Support Plans (PSPs) will be monitored for disparities across these different ethnic groups.
- Strategies are employed to reduce disaffection, encourage attendance and avoid exclusion.
- Where the pattern of a child's undesirable behaviour is being monitored, the circumstances lead up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
- We will monitor the exclusion of and specific pupil groups from both the learning areas and the setting and will address any discrepancies.
- Understanding children's behaviour will include taking account of cultural and linguistic differences in self and emotional expression.
- The setting accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.

- Reintegration strategies are culturally inclusive and responsive to children's ethnic and cultural background.
- The setting recognises the right of children to take time off for religious/cultural observance.
- Provision is made for children who are on authorised absence on periods of extended leave.

Promoting Equality: The ethos and culture of the school

- At Westfield Primary School and Nursery, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, Post It feedback and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included
- We recognise the importance of language to a person's sense of identity and belonging and consider children's language abilities as a teaching and learning resource and a strength.
- We ensure that children have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- We ensure that children have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions..

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.
- All staff receive training on strategies for helping bilingual and multilingual children to improve their English as required.
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background).
- The school will seek to ensure that diversity represented in the staff and the governing body is valued, maintained and built on.
- The school will monitor to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.

- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate.
- The school recognises the right of staff to take appropriate time off for religious observance.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors on an annual basis the number of prejudice related incidents recorded in the school.
- We enable our children and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- We equip our children and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Westfield Primary School and Nursery aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, parent surveys, posit feedback and parent view to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome. Appropriate guidance and support will be provided for all parents and children in relation to this and will ensure that all vulnerable children are nurtured and supported in a safe environment

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governors will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;

- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Appendix 1

Ethnic Origin Information

*Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.** The DfES recommends that those with parental responsibility decide the ethnic background for primary pupils.*

Please study the list below, chose one ethnic background and enter it in the appropriate box on the admission form.

<u>White</u> British
<u>White</u> Irish
<u>White</u> Traveller from Irish heritage
<u>White</u> Gypsy/Roma
<u>White</u> Any other White background
<u>White</u> Italian
<u>White</u> Turkish
<u>Asian or Asian British</u> Indian
<u>Asian or Asian British</u> Pakistani
<u>Asian or Asian British</u> Bangladeshi
<u>Asian or Asian British</u> Any other Asian background
<u>Mixed</u> White and Black Caribbean
<u>Mixed</u> White and Black African
<u>Mixed</u> White and Asian
<u>Mixed</u> Any other mixed background
<u>Black or Black British</u> Caribbean
<u>Black or Black British</u> African
<u>Black or Black British</u> Any other Black background
<u>Chinese</u>
<u>Other</u>

If you do not wish an ethnic background to be recorded, please enter '**Refused**' in the box on the form.

(Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. The information will also be passed on to future schools to save it having to be asked for again).

Appendix 1

English	Hebrew	Polish
Afrikaans	Hindi	Portuguese (Brazil)
Akan/Twi-Fante	Hungarian	Portuguese (Any other)
Albanian/Shqip	Igbo	Romanian
Amharic	Icelandic	Romany / English Romanes
Arabic	Italian (Sicilian)	Russian
Armenian	Italian (Any other)	Serbian
Bengali (Sylheti)	Japanese	Shona
Bengali (Any other)	Kannada	Sindhi
Bosnian	Kashmiri	Sinhala
Bulgarian	Katchi	Slovak
Caribbean Creole English	Kikuyu/Gikuyu	Slovenian
Caribbean Creole French	Kinyarwanda	Somali
Chaga	Kirundi	Sotho / Sesotho
Chinese (Cantonese)	Konkani	Spanish
Chinese (Hakka)	Korean	Sundanese
Chinese (Mandarin/Putonghua)	Kurdish	Swahili / Kiswahili
Chinese (Any other)	Latvian	Swedish
Chichewa/Nyanja	Lingala	Tagalog
Croatian	Lithuanian	Tamil
Czech	Luo(Kenya/Tanzania)	Telugu
Danish	Marathi	Thai
Dutch/Flemish	Malayalam	Tigrinya
Estonian	Malay/Indonesian	Traveller Irish / Shelta
Filipino	Ndebele	Turkish
Finnish	Nepali	Ukrainian
French	Pahsto/Pakhto	Urdu
Gaelic/Irish	Pahari(Pakistan)	Vietnamese
German	Panjabi (Gurmukhi)	Welsh/Cymraeg
Greek (Cyprus)	Panjabi (Mirpuri)	Wolof
Greek (Any other)	Panjabi (Any other)	Xhosa
Gujarati	Dari Persian	Yoruba
Hausa	Persian/Farsi (Any other)	Zulu

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Appendix