



Great Missenden C of E Combined School and Pre-school

## Equality and Diversity Policy

“High Expectations, Support and Challenge For All”

This Equality and Diversity Policy for Great Missenden C of E Combined School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our school embraces the aims of the Every Child Matters agenda (See ECM and inclusion policy) and these have informed and shaped this document.

Our equality policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to eliminate discrimination, harassment and victimisation, to advance equality of opportunity and foster good relations between groups. It explains how we are promoting inclusive participatory practice, meeting the needs of all. It sets out how we ensure that those in our community requiring extra support receive it, and how we promote understanding between people from different groups.

### Great Missenden School within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Great Missenden school is situated in the centre of Great Missenden village. The school has approximately 380 pupils on roll from age 4 to age 11. This is a school with very few ethnic minority children with only a few children speaking English as a second language. The number of pupils eligible for free school meals is below the national average. The number of children with additional educational needs is below average but the number with statements is above average.

### Aims and Values

Great Missenden C of E Combined 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 Great Missenden School we aim to promote equality and tackle any form of discrimination. We 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, religion and age.
- plan systematically to improve our understanding and promotion of diversity.
- actively challenge discrimination and disadvantage.
- make “CHALLENGE FOR ALL” 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 and impact assessments with the whole 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.

## **How this policy relates to other school policies**

We ensure that the commitments embodied in our mission statement for diversity apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities
- pupils’ progress attainment and assessment
- behaviour discipline and exclusions
- pupils’ personal development and pastoral care
- teaching and learning
- induction
- admissions and attendance
- the curriculum
- all subjects
- teaching and learning
- staff recruitment and retention
- governor /staff trains and professional development
- partnerships with parents/carers and communities
- visits and visitors

## **Leadership, Management and Governance**

Great Missenden C of E Combined School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and in the wider community.
- encouraging, supporting and enabling all pupils to reach their potential and make a positive contribution.
- working in partnership with families, the local authority (LA) 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** is responsible for ensuring that:

- the school complies with all legislation related to Equality and Diversity
- the school's Equality and Diversity Policy is maintained and updated regularly
- that procedures and strategies related to the policy are implemented

**The named Governor for Equality and Diversity, David Battman** is responsible for:

- maintaining regular contact with the school Diversity Co-ordinator;
- keeping up to date on current responsibilities and attending any relevant training

**The Head Teacher** is responsible for:

- providing leadership and vision in respect of equality and diversity.
- ensuring that all who enter the school are aware of and comply with the Equality and Diversity Policy.
- ensuring that staff are aware of their responsibilities and are given relevant training and support.
- taking appropriate action in response to racist incidents and cases of unlawful discrimination.

**All Staff** have the responsibility 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 or age.
- 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 of the school community** are expected to:

- be aware and comply with the school's Equality and Diversity Policy

## Whole School Organisation to Promote Equality and Diversity

Established school practices and support systems are in place to promote equality and diversity. Parents are informed of these support systems when they join the school, through Open Days, New Starter Packs and the School Prospectus. The school staff also target families of children who may benefit, if they become aware that a need has arisen at any time.

The support systems include:

- A second hand school uniform shop, run by parent volunteers, supplying good quality school uniform at a fraction of the cost of new.
- The establishment of the Truly Scrumptious Kitchen, providing hot cooked meals for the children, which has massively increased our uptake of Free School Meals.
- The Church Trustees hold a school fund which is used to subsidise residential visits for children whose parents would otherwise be unable to pay the full amount. This fund provides essential help so that all children are able to access this vital part of the curriculum.
- The half termly School Markets, which raise money for cooking and growing activities. All children are therefore able to access cooking and growing activities free of charge.

These, and other systems in the school, send out a clear message that all children have an entitlement to an outstanding education, with a full range of extracurricular activities, regardless of their personal or financial circumstances.

## Tackling racial harassment

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures (as outlined in the LA guidance document available on the Bucks Schools Web).

The procedures are:

- stop the incident and comfort the pupil who is the victim.
- reprimand the aggressor and inform the victim what action has been taken.
- if the incident is witnessed by other pupils, tell them why it is wrong.
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken.
- inform the class teacher(s) of both the victim and the aggressor, then record what happened and give this written record to head teacher or deputy head teacher.
- inform both sets of parents, if appropriate.
- All racist incidents are recorded and reported to the governing body and the LA by the head teacher or deputy head teacher.

## Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society.
- use materials that reflect a range of cultural backgrounds, without stereotyping.
- promote attitudes and values that will challenge sexist, racist or discriminatory behaviour.
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- seek to involve all parents in supporting their child's education.
- provide educational visits and extra-curricular activities that reflect all pupil groupings.
- take account of the performance of all pupils when planning for future learning and setting challenging targets.
- make best use of all available resources to support the learning of all groups of pupils.

The diversity of our society is addressed through our creative curriculum that incorporates the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of their background.

## Monitoring

When policies are monitored, governors will endeavour to ensure that due regard is given to the promotion of equality and diversity within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups. In order to do this, we:

- use Raiseonline, SIMs, FFT and other performance indicators to collect information about pupils' performance and progress by ethnicity, educational need, disability or family circumstances (eg. Free School Meal uptake)
- use it to examine patterns and trends and to inform future planning

Along with the above we also monitor other areas that could have an impact on attainment including;

- admission and induction
- attendance
- exclusions
- racist incidents, including bullying
- the content of the curriculum
- the content of assemblies
- pupil participation in extra- curricular activities
- the range and use of resources
- displays
- the number and occasions when visitors and representatives of the minority ethnic groups are invited to the school
- opportunities that are provided for pupils to develop intercultural awareness through visits
- the frequency of staff/governor training sessions in relation to equality and diversity

## **Evaluation**

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Through the evaluation process, we seek to ask the following questions:

- What is our school doing to prepare pupils for living in a multi-ethnic society?
- What is our school doing to promote race, gender and disability equality and harmonious relationships?
- What is our school doing to prevent or deal with racism and other forms of discrimination?
- Are there differences in the attainment of pupils of different groups?
- If so why do these differences occur?
- What actions will be necessary to meet particular needs and improve performance?
- Are clear targets set for underachieving groups in order to reduce attainment gaps?
- Is support appropriately targeted to raise achievement?
- Do we have clear information about the cultural, linguistic, ethnic and economic backgrounds of our school community?
- Do we use our knowledge of our school community to inform our practice?
- Are parents/carers involved as partners in the education of their children?

Our evaluation activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

**This policy was published on 7.10.11.**

**It will be actively promoted and disseminated via the school website and school council.**

**Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan.**

**This policy is due for review in Autumn 2011**

**Emma Stanley**

**Diversity Co-ordinator**