



Cavendish Close Infant and Nursery School

Equality and Diversity Policy

CAVENDISH CLOSE INFANT AND NURSERY SCHOOL

Equality and Diversity Policy

1. Statement of Intent

This Policy sets out our school's approach to promoting equality and valuing diversity. Our school has been committed to equality and diversity for a long time and we recognise the importance of making sure our policies and procedures and the way we run the school are barrier free.

The law says we must produce a Disability Equality Scheme and a Race Equality Scheme, but we have decided to produce an all inclusive **Equality and Diversity Plan**. Our plan covers the six strands of equality – race, gender, disability, age, sexuality and religion.

The plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
- specific sections on equality for race, disability, gender, age, sexuality and religion
- action plans incorporating overall equality targets across the six strands, including targets relating specifically to each strand.

2. The Law

There is a wide range of equality laws and public duties to ensure that public bodies, including schools, promote equality and tackle discrimination.

- Race equality duties result from the Race Relations (Amendment) Act 2000
- Under the Disability Discrimination Act 2005, public bodies including schools have to produce Disability equality schemes to comply with the Disability Equality Duty
- Under the Equality Act 2006, public bodies, including schools have to produce a Gender equality scheme and look at equality in age, religion and sexuality.

This plan sets out in detail how the school intends to meet its statutory duties and follow best practice.

3 The School Context – What sort of school are we?

Cavendish Close Infant and Nursery school is a community school serving an area of mixed housing in Chaddesden and Oakwood. The school has a very low element of ethnic minority children.

The male/female ratio of children in school is well balanced, while the staff is comprised of mainly females. We have two male members of staff, a teacher and the caretaker.

The children come from a mix of socio-economic backgrounds.

Many from working families, some from single parent families where the parent does not work, and some from professional families on higher incomes. This gives a very wide mix of economic structures to the families we serve.

The children in our school have a wide range of attainment levels. We have children at different levels of Special Educational Needs. The children are mainly Christian religion and English is the first language of most of our children. Those who do come to us speaking little English have regular input from a Language support teaching assistant to enable them to develop their skills in English as early as possible.

We have very low movement rates within the school year. Very few children move out of area during the school year.

4. Equality – Aims and values

The purpose of the Equality Plan at **CAVENDISH CLOSE INFANT AND NURSERY SCHOOL** is about us having a plan to provide and improve equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's mission statement.

We strive to give each child an equal chance to achieve their potential and to succeed, be happy and safe and to make a contribution to society.

5. Our approach to promoting equality.

This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated.

The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

6. Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The governing body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike.

The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

7. Policy planning, implementation and review

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

8. Staffing: Recruitment and staff development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

9. Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

All pupils are provided with appropriate career advice and guidance. Work experience providers are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

10. Teaching and Learning

All pupils have access to the mainstream curriculum in accordance with DCSF guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators.

Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

11. School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special

educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. The curriculum is underpinned by the teaching of British Values including respect and rule of law.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns. Teaching and curriculum development are monitored to ensure high expectations of pupils from groups.

12. Admissions attendance, behaviour, discipline and exclusion

The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between difference groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

13. Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

14. Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested.

Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate in all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to address any inconsistencies.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

The school recognises it also has a responsibility to promote equality through its procurement and commission activities and endeavours to ensure the services it uses are aware of its equality objectives.

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Signed..... Head teacher

Signed..... Chair of Governors