

Bank View High School



Equality and Diversity Policy

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1. Introduction

Context

Bank View High School receives referrals from across the city of Liverpool and neighbouring authorities and is an inclusive school. Bank View actively challenges discrimination and prepares its children for life in a diverse society in which children are able to see their place in the local, regional and international community.

Variation for identified need e.g. ASD, SEBD:

Schools are required to develop their cultures, policies and practices towards achieving an inclusive educational environment. They are also required to make 'reasonable adjustments' to ensure that pupils with ASD and other special needs are not disadvantaged compared to their peers.

2. Aims and Values

Our school ethos:

Bank View High School 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 Bank View High 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 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, 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 and evaluation of all relevant improvement plans, policies and procedures;
- publish and share our policies 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.

3. The Role of Governors

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of sex, religion, race or disability. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's traditions.

4. The Role of the Headteacher

It is the head teacher's role to implement the school's equality and diversity policy and is supported by the governing body in so doing.

It is the head teacher's role to ensure that all staff are aware of the school policy on equality and diversity, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5. The Role of the Teacher

The teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material:

- teachers will pay due regard to the sensitivities of all members of the class and not provide material that is racist or sexist in nature.
- teachers strive to provide material that gives positive images of ethnic minorities and other groups.
- teachers strive to provide material that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents on racist incident sheets, draw them to the attention of the deputy head teacher and complete the LA reporting form as required.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6. Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this policy.

The governing body does this by:

- Monitoring the progress of pupils in minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

7. Promoting Race Equality

Bank View High School aims to ensure that all students and adults, regardless of their racial, cultural or religious heritage or background, are allowed to achieve personally, emotionally, socially and academically. Every student and adult will be given the opportunity of realising their true potential, unaffected by racism: they should feel valued and respected within an ethos that supports and encourages individual and community development.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote:

- an understanding of different cultures through the topics studied by the children and
- we reflect this in the displays of work shown around the school.

Action if the policy is breached:

- Pupils who do not follow the policy principles will be dealt with on an individual basis taking into account their identified need.
- Disciplinary proceedings may be taken if staff do not follow the policy principles and are proven to have acted in an unacceptable manner.

All incidents will be recorded on racist incident sheets and drawn to the attention of the deputy head teacher who will complete the LA reporting form as required.

8. Disability

“Disability is a physical or mental impairment which has a substantial and long term adverse effect on a persons’ ability to carry out normal day to day activities”

We will actively seek to;

- Promote equality of opportunity between disable persons and other persons.
- Eliminate discrimination that is unlawful.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disable persons in public life.
- Take steps to take account of disabled persons’ disabilities even where that involves treating disabled persons more favourable than others.

The Accessibility Plan details what the school will work towards to remove barriers where they exist for people with disabilities in the curriculum, in communication and in the physical environment of the school. We will do this by:

- Ensuring equality of access to the widest range of possible activities for all pupils.
- Improving the environment of the school to increase the extent to which people with disabilities can access the facilities available.
- Improving the delivery of written information to disabled pupils, parents/carers and staff.

The scheme sets out the steps the Governing Body will take to ensure that the school is maximising its provision for all pupils. It will also set out the steps ensuring that parents/carers, staff and visitors to the school needs are accounted for.

Data collection, monitoring and assessment

All pupils’ achievements are individually monitored. Groups of pupils with similar needs have their achievements monitored to ensure provision is appropriate and equal across the school. We are committed to working in partnership with all agencies that will support us in meeting the holistic needs of pupils.

Employment

- The school works within the employment policies of Liverpool City Council. As such, all disabled employees are given the same opportunities as other staff.
- Reasonable adaptations to buildings and practice are made for disabled employees.
- Disabled staff are allowed additional time off for the treatment of their condition.
- The school monitors the number of disabled staff.
- Applicants for positions are given the opportunity to declare a disability on the initial application form.

Physical access

The school is fully adapted to cater for the needs of disabled pupils.

- Visitors to the school buildings are made aware of the facilities available.

- The school maximises access when considering any adaptations or improvements to the building.

Admissions/Transitions

Prior to admission or transition the school works closely with the local authority and partner schools to ensure that procedures are in place to accommodate pupils regardless of their disabilities. This includes:

- Prior collection of information regarding additional needs.
- Arrangements for extra visits by pupils and parents.
- Meetings with SENCO and staff from other schools.
- Early transfer of information.
- Written information will be provided in an accessible form as necessary i.e. Braille for Visually Impaired persons.

9. Recruitment Policy

The governing body and the senior management team view recruitment, induction and retention of staff as key areas of planning towards on-going school improvement.

Training and professional development for all staff in our schools is identified and agreed via professional development discussions. The school is committed to maintaining that investment seeing it as a key means of delivering our induction and CPD agenda.

Safeguarding

The governing body ensures that all recruitment procedures follow the statutory requirements and guidance on best practice as laid down in; Safeguarding Children and Safer Recruitment in Education.

Equal opportunities

The school utilises Liverpool LA's application form and procedures that includes monitoring data on age, disability, ethnicity, religious belief and sexual orientation, (provided voluntarily by applicants). This information is collated separately from the application packs made available by short listing and interview panels.

The school recognises that, in particular, recruitment of new staff needs to be linked to specialised professional developmental pathways in working with pupils with specific needs e.g. ASD

Induction and ongoing professional development

All staff new to the school will receive an induction programmes tailored to their role.

All staff will have annual staff development interviews with a senior member of staff. In the case of teaching staff this will be the annual performance management cycle.

A key element of that process is the identification of personal professional development targets.

Teaching support staff and non-teaching staff

Induction on the school ethos safeguarding and professional code of conduct and associated policies and procedures is delivered by the DHT.

Specific training in the school's behaviour management policies, physical intervention and physical intervention are delivered by the appropriate senior member of staff as soon as is practically possible.

All staff access a programme of CPD linked to the priorities within the school development plan.

Administration and site staff will have additional induction needs planned to meet individual roles.

Delivery of induction

The school recognises that induction for new staff can be complex and considerable particularly for staff who are newly qualified or new to the sector and the process is planned to be delivered over an academic year and bespoke to the individual member of staff.

10. Promoting Social Cohesion

National Context

We recognise we have a key part to play in promoting social cohesion through our approach to:

- Teaching and Learning
 - Teaching pupils to understand respect for others
 - Promoting discussion and debate about common values and diversity
- Equality and Excellence
 - Removing barriers to access and participation
 - Offering equal opportunities to all pupils to succeed at the highest level possible
- Engagement and ethos
 - Providing opportunities for children, young people and their families to interact with others from different backgrounds

Strategies

As a tool in building social cohesion, we provide:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through educational visits and meetings with members of different communities
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level.
- An effective voice and involvement of pupils in the governance and organisation of school in a way that teaches them to participate in and make a difference in school, their local community and beyond e.g. School Council/fund raising.

Our focus is on securing high standards of attainment for all pupils from all backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to reach their full potential.

We evaluate progress in the following ways:

- By analysing assessment results to keep track of the relative performance of the different groups
- By using the outcomes of analysis to tackle underperformance by any particular group

We value partnership arrangements that enable the sharing of good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.

Our partnership opportunities include:

- Promoting links with different types of school, including where appropriate the shared use of facilities.
- Working together with community representatives e.g. St Paul's Church
- Maintaining strong links and multi-agency working between school and other local agencies.
- Liaison with voluntary community based activities e.g. Fusion, Calder Kids, Everton FC
- Engagement with parents' thorough coffee mornings, parent courses and family liaison work including work supporting attendance.
- Provision of extended services, in particular bringing parents together from different backgrounds through parenting and family support.
- Links with our local community through our D of E programme and regionally e.g. sports, first aid competitions.

Date	Revision	By:
20/1/16	3 policies brought together: Equality and Diversity Equality Act 2010 Equal Opportunities	JP