



Equality and Diversity Policy

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Ratified on:	June 2015

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1. CONTEXT

Background

Bolshaw Primary School is situated on the outskirts of Heald Green, Stockport.

Bolshaw is a popular school and around 36% of the children come from outside the defined catchment area.

The area in which the school is situated is mixed. It has several features of advantage, including a high proportion of privately owned homes, but also serves an area of low deprivation.

Bolshaw is an attractive, well-resourced school. There are high expectations of children in all areas of school life and the school is well supported by the parents.

The school currently has 344 children on roll, including 30 children in the Nursery, (provision for 40) and 15 children in the Speech and Language Centre.

The school achieved the Inclusion Quality Mark in 2010 and we ably support a number of children with particular needs, including learning difficulties, autism, downe's syndrome and physical difficulties.

16% of the pupils are on the SEN register.

The ethnic mix in school is largely White, British, although 27% of the children are from a range of backgrounds including Indian, Pakistani, Chinese, Syrian, Iranian, African, Croatian, Turkish, German and French.

There has been an increase over the last three years in the number of children arriving at school for whom English is their second language. We are in the top 20% of schools in Stockport.

The school has 47 pupils on the SEN register in 2011. This number is consistent with other years. The proportion of children eligible for free school meals is around 10%

There is a strong community feel to the school. We run a pre/after school club, use our ICT suite for community groups and facilitate a number of workshops for children and parents

2. AIMS AND VALUES

Our school ethos states:

Bolshaw Primary 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 Bolshaw Primary 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, evaluation and impact assessments 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.

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Bolshaw Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff 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* complies with *The Equality Act 2010* and is followed by all staff and visitors

RESPONSIBILITIES

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy.

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff 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, age and sexual orientation;
- 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.

BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. POLICY PLANNING AND REVIEW

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Bolshaw Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed as clear strands within our over-arching improvement plan.

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. *Achievement and attainment is analysed annually to ensure progress for all groups of children. Attendance data is reviewed annually and strategies put in place to maintain the high standards.*
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The school moved to a more reliable and robust system of monitoring using AM7 through SIMS)
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (*E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity*).
- The data collected is used to inform further school planning, target-setting and decision-making.
- In 2010-2011, disadvantage subsidies were used to effect the lives of children at Bolshaw School

First approved...at full Governing Body meeting on 6th November 2008.

Reviewed in November 2011.

Reviewed in January 2016

Ratified on ...