

John Fletcher of Madeley
————— *Primary School* —————

Equality, Diversity and Inclusion (EDI) Policy

Date approved: 23 October 2019

Date for review: September 2022

1. Mission statement

At John Fletcher of Madeley Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. As a church school, we believe that all are equal in the sight of God and therefore we aim to develop a culture of equality, diversity and inclusion (EDI) in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At John Fletcher of Madeley Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Aims

- To comply with the Equality Act 2010
- To ensure all learners are valued equally having access to a full curriculum and the opportunity to fully participate in the life of the school;
- Ensure that diversity between individuals and groups is recognized and respected;
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- Develop good equalities practice in staff recruitment, retention and development;
- Reduce and remove inequalities and barriers that already exist.

3. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, socio-economic background and Special Educational Needs and/or Disabilities (SEND) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law.

Employer duties

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Disability

This section should be read in conjunction with the school's Special Educational Needs and/or Disabilities Policy and Accessibility Strategy.

The Equality Act 2010 defined a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled because they experience long-term and substantial adverse effect on their activities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;

Under our specific duty we will:

- Prepare and publish an Equality, Diversity and Inclusion Plan and Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise the Disability Equality Scheme every three years.

6. Consultation and involvement

We will use the following consultation and information gathering exercises to shape our equality plan:

- Feedback from the parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting.
- Input from staff surveys or through staff meetings / INSET.
- Feedback from the school council, PSHCE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at Governing Body meetings.

7. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school promotes equality, diversity and inclusion and rejects unfair discrimination;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality, Diversity and Inclusion Plan and they are supported by the governing body in doing so.

- It is the headteacher's role to ensure that all staff are aware of the Equality, Diversity and Inclusion Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher will promote the principle of equality, diversity and inclusion when developing the curriculum.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect;
- All staff will strive to provide material that challenges stereotypical images and promotes positive images of race, gender and disability;
- All staff will challenge any incidents of prejudice or discrimination, and record any serious incidents, drawing them to the attention of the headteacher.
- All staff will undertake training regarding equality, diversity and inclusion at least every three years and be kept up-to-date with any legislative changes.

Responding to and reporting incidents

Pupils, parents and visitors should ensure that any incidents or concerns are reported to a member of staff. That member of staff will report the issue to a member of the Senior Leadership Team (SLT) who will take reasonable steps within a time-appropriate manner to address the issue. All staff, teaching and non-teaching, should report any incidents or concerns to a member of the SLT.

8. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information we will publish this policy and our objectives on the school website.