




Equality and Diversity Policy

(Including Disability, Equality and Racial Equality)

Cranleigh C of E Primary School

Date of Policy:
Schedule of Review:
Next Review Date:

Summer 2022
Bi-Annually
Summer 2024



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Our School Vision and Aims

Our school is a Church School and we therefore maintain a clear Christian ethos. Within this context we aim to respect, understand and welcome everyone regardless of their culture and faith.

Vision

- The school of choice
- An inspirational community of excellence
- Continually developing and adapting to the ever-changing world
- Maintaining and continually developing state of the art facilities within a self-sustaining eco-friendly environment
- An integral part of the community
- Using state of the art technology to enable a community of creators.

Aims


In our school we will promote high achievement and learning for life by working with children so that they will:

- Develop inquisitive minds, a spirit of curiosity and a passion for learning
- Be equipped with the skills to fully participate in an ever-changing world
- Be respectful and productive members of the community
- Have high expectations and self-belief to enable them to fulfil their potential
- Reflect on their learning and seek to extend themselves mentally, physically, and spiritually
- Have respect for their own cultures and beliefs and those of other people
- Persevere and learn from their mistakes
- Develop an understanding and respect for the environment
- Have the courage and confidence to take calculated risks.

Values

In our school we value:

- Listening to others
- Being kind and considerate
- Respect and positivity
- Polite, cheerful attitudes
- Calmness and energy
- Taking pride in everything we do
- High standards of achievement

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- Enthusiasm
 - Bravery
 - Co-operation and team work
 - Taking pride in the school and the wider community.

Our Approach to Equality

Cranleigh C of E Primary School values each pupil as an individual and strives to provide a happy, caring, safe and secure environment where there is respect for others. This policy underpins our aims and vision. It specifically recognises our multicultural, multiracial school community and will help us to promote an inclusive and cohesive society through education.

Direct or indirect discrimination is unacceptable in the school's community. This applies to Governors, Staff, Pupils and Parents in their relationships with each other in and around the school environment.

The school opposes all forms of unlawful and unfair discrimination. In the school environment this principally includes discrimination on grounds of gender, race, colour, religion, nationality, ethnic or national origins, sexual orientation, physical disability, sensory impairment and learning disability.

Race Equality

The Equality Act 2010 places a general duty on schools to promote racial equality. This duty means that in everything they do, schools must aim to :

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination.

Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender, reassignment, pregnancy or maternity.

At Cranleigh C of E Primary School, our Equal Opportunities Policy aims to promote equal opportunities in all areas of school life, including race relations. We value and celebrate the diverse backgrounds of our pupils, staff and community and believe that, in learning about each other, we can eliminate racial discrimination and prejudice.

Social Inclusion

Social Exclusion can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low income, poor housing, high crime environments, bad health, poverty and family breakdown. It is vital for school to recognise and support pupils who are at risk of social exclusion (refer to Children in Care Policy).

At Cranleigh C of E Primary School we aim to support the social inclusion of all our pupils. We ensure equal participation by all pupils in all aspects of school life and celebrate diversity and difference.



Disability

All schools are required to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under Equality Act 2010;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs;

What is discrimination?

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

- **Direct discrimination** is where an individual or group receives less favourable treatment with some unjustifiable reason because, for example, of sex, race, religion, sexual orientation or disability.
- **Indirect discrimination** is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.
- **Institutional discrimination** is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

What will we do?

We will promote equality, inclusion and cohesion across all areas of school life including:


- Curriculum and community
- Teaching and learning
- Progress, attainment and assessment
- Admissions
- Attendance, behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Staff recruitment and professional development
- Membership of the Governing Body
- Partnerships with parents and communities.

Race Equality Policy

Cranleigh C of E Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

“Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”



Cranleigh C of E Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Cranleigh C of E Primary School will not tolerate racial harassment of any kind. We are committed to combating racial discrimination.

Pupils

All pupils will be:

1. Treated as individuals;
2. Made aware of cultural differences and be encouraged to accept them and understand and value them;
3. Made aware of common similarities whatever culture or creed;
4. Encouraged to speak their mother tongue;
5. Encouraged to take pride in their own cultural background;
6. Taught to respect other people's religion and culture;
7. Encouraged to pronounce each others' names correctly;
8. Made aware of each individual's rights to the same care, attention and expectations they would accord themselves;
9. Made aware that racist harassment will not be tolerated;
10. Encouraged to bring racist incidents to the notice of staff and feel that any such incidents will be dealt with promptly and justly;
11. Given the opportunity to discuss issues surrounding racism, and explore possible solutions.

Staff

All staff will:

1. Be made to feel valued members of the school team;
2. Be supported to reach their full potential;
3. Be supported in their professional development;
4. Have their views, backgrounds and beliefs respected by colleagues;
5. Act as role models to the children and their parents through the positive relationships they foster with colleagues.

Parents

Parents will:

1. Be made aware of this policy as their child enters the school, and will be expected to uphold the ethos of the school;
2. Be informed of any racist incident involving their child and will be expected to work with the school to resolve the incident.



Multicultural Education and English as an Additional Language Policy

Introduction

The school provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children must have full equal access to the National Curriculum, whatever their religion, ethnicity, first language, special education needs and gender.

The school will provide effective learning opportunities for all pupils in accordance with the statutory inclusion statement of the National Curriculum by: setting suitable learning challenges, responding to diverse learning needs and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual pupils

The school recognises the following factors as being central to progress for EAL (English as an additional language) pupils:

- Recognition of the importance of home language;
- Treating racism and bullying seriously (see Equal Opportunities and Anti-Bullying Policies);
- Strong home/school links;
- Learning environment that is sympathetic to a variety of cultures;
- Resources which include bilingual materials;
- Curriculum which portrays positive images and role models.

Curriculum and Classroom Practice

- Teachers should have high expectations of all pupils regardless of ethnicity, gender or social background;
- Activities are matched to pupils' needs and abilities and have a clear sense of progression;
- There is evidence of development in oracy and literacy through:
 - The awareness and utilisation of the children's first language expertise*
 - Practise and development in all language skills will be encouraged through:
 - Collaborative activities that involve talk*
 - Opportunities for feedback to others*
 - Models produced by peers to show what can be achieved*
 - Displays in the classroom and around the school reflect linguistic and cultural diversity*
- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - Videos*
 - Maps*



*Posters
Pictures
Objects
Use of Information Communication Technology (ICT).*

EAL Pupils and Special Education Needs

A child must not be regarded as having a learning difficulty (see Code of Practice and school Special Education Needs & Disability (SEND) Policy) solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special education needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEND in EAL pupils.

If appropriate, the school will try and arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEND will be decided on an individual bases through consultation between the SENCO and class teacher. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil.

Liaison with Parents


As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting;
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward;
- Provision of translators of school documents in community languages, where appropriate;
- Encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, PTA activities, fetes, sports days;
- Informal contact with parents in school playground to reinforce communication;
- Inviting parents into school help with class activities e.g. reading, cooking and class outings.
- Encouraging parental involvement with shared reading scheme and homework;
- Encouraging parental involvement on the Governing Body.

Responsibilities

The Governing Body:

1. Is committed to this policy statement and will continue to ensure that all members of the school community uphold these principles of equality of opportunity and fairness.
2. Welcomes and will consider all applications for staff and pupils to join the school, whatever the background or disability of the applicant.
3. Follows the Surrey guidelines for Admissions.

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4. Will ensure that guidelines and rules are in force to deliver this policy so that no child is discriminated against whilst in school or on school activities.
 5. Will ensure that the school buildings and ground provide easy access to people with disabilities at least in accordance with legal requirements.
 6. Will ensure that regulations on school uniform and dress code will be applied equally to both sexes. If this code is in conflict with a religious custom, the Governors will consider representations sensitively with respect for the cultural traditions and the impact any derogation would have on the school generally.
 7. Will ensure that the curriculum promotes community cohesion and understanding and that the school promotes positive interactions with people from differing backgrounds.
 8. Will monitor the effectiveness of this policy and ensure that minority groups are not unfairly treated in the implementation of the school's behaviour and exclusions policy.

The Headteacher:

1. Is committed to this policy statement and will be accountable for its implementation in the school.
2. Follow Surrey policy on Admissions.
3. Will ensure that all staff are aware of this policy and that it is applied rigorously.
4. Will ensure that all appointments and selection panels give due regard to this policy so that no-one is discriminated against as regards employment or training and development opportunities.
5. Will promote that principle of equal opportunity when developing the curriculum.
6. Will ensure that worship and other displays around the school reflect the ethnic origins and range of abilities and activities of pupils. They should positively promote respect for other people and other beliefs.
7. Will ensure that the curriculum promotes cohesion, engagement and equality.
8. Will ensure that staff receive appropriate training and support to enable them to fulfil their responsibilities under this policy.

All Staff:

1. Are committed to this policy statement and will assist in its implementation.
2. Will, while recognising differences ensure that all pupils are treated fairly, equally and with respect.
3. Will not, when selecting classroom material, provide material which is discriminatory. They will have due regard to the sensitivities of all pupils and endeavour to provide material which gives positive messages reflecting the diversity of the wider population.
4. Will undertake training as appropriate to ensure that they keep abreast of latest legislation and research.
5. Class teachers will use this policy as a guide when designing schemes of work both in the choice of topics to study and in how to approach sensitive issues.
6. Class teachers, in their support of classroom assistants and volunteers will encourage them to intervene in a positive way and report any incident or discrimination.

Pupils and Parents:

1. **Are expected** to behave towards each other and towards staff in a way that matches this policy and is conducive to harmonious relationships within the school community including the playground and immediate school environment.



2. Should be made aware through example and the school environment that discrimination **will not** be tolerated. Pupils should also be made aware that, if necessary, action will be taken under the Behaviour Policy if they do not respond to guidance from staff.

Breaches of this Policy

Pupils will be dealt with in accordance with the School Behaviour Policy. The Headteacher will inform parents in all cases if their child knowingly discriminates against a member of the school community e.g. by knowingly making racist comments or displaying any form of racial prejudice. All such incidents will be recorded.

Staff will be dealt with by the Headteacher. Such action may result in a verbal or written warning depending on the circumstances. If further or more serious breaches occur, the staff disciplinary procedure will be implemented.

Parents, visitors and contractors will be asked to leave the premises and further action may be taken.

Monitoring the effectiveness of this Policy

This policy will be widely distributed amongst all members of the school community. Where appropriate, it will be adapted to make it more accessible to its target audience. Parents who have concerns over any form of equal opportunities and discrimination should see the Headteacher immediately. These concerns will be reported to the relevant Governor sub-committee.

This policy links to :

- SEND Policy
- Children in Care Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy

Date:.....

Signed:.....
(Chairperson)