COGNITA
TEACHING EXCELLENCE

Charterhouse Square School

Equality and Diversity Policy

September 2016

KEY FACTS:

- Under the Equality Act (2010) all schools are responsible for eliminating any form of discrimination, for promoting good relations between children, staff and parents and for ensuring that all pupils, regardless of sex, race, disability, religion or belief or sexual orientation, gender reassignment, pregnancy or maternity should have equal access to all aspects of school life, reflected in the school environment and its curriculum.
- All staff appointments are to be based on strict professional criteria.
- All staff should be seen to model appropriate behaviour and should take every opportunity to encourage pupils to behave appropriately and to deal with incidents positively.
- All forms of discrimination, including bullying and harassment, by any person will be treated seriously and breaking the conditions of the equal opportunities policy will be deemed as misconduct and could lead to disciplinary action.
- The policy will be monitored and reviewed each year.

1 Purpose

1.1. At Charterhouse Square School we recognise our responsibilities under the Equality Act (2010) to eliminate discrimination and to promote good relations between children, staff and parents.

1.2. We aim to provide all pupils, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, pregnancy or maternity, equal access to all aspects of school life and work to ensure that every child is valued as an individual.

1.3. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

1.4. Our aim is to equip pupils with an awareness of our diverse community and to appreciate the value of difference. Discrimination is not acceptable.

1.5. Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged by staff to accept and respects names from other cultures.

1.6. All forms of discrimination by any person will be treated seriously since all such behaviour is unacceptable. Symbols, insignia and badges which indicate otherwise will not be worn. Staff are aware of possible cultural assumptions and bias within their own attitudes.

1.7. The school values linguistic diversity positively. Pupils and parents will feel that their language spoken at home is valued.

1.8. In all staff appointments, the best candidate will be appointed based on strict professional criteria. We provide equal opportunities to everyone we employ and we do not accept any type of discrimination.

1.9. We encourage all our employees to develop their full potential and we will do everything we can to help them to achieve this.

1.10. We will not discriminate, harass or victimise a pupil or potential pupil in the way we admit a pupil or provide education, access to any benefit, facility or service or by excluding a pupil or subjecting them to any detriment. This extends to pupils who have left our school.

2 Our Commitment

2.1. Every child and employee has the right to dignity and respect. We will not tolerate bullying or harassment.
2.2. Our aim is to provide for all pupils according to their needs, irrespective of sex, race, disability, religion or belief or sexual orientation.
2.3. We will provide equal opportunities to all staff and children. We treat all our employees fairly and equally.
2.4. Breaking the conditions of our equal opportunities policy, will be deemed as misconduct and could lead to disciplinary action.
2.5. We will monitor and review our policy each year.
2.6. Equality of opportunity permeates the whole school curriculum and is reflected in the school organisation.
2.7. Our policy is in line with the current law.

3 Aims

3.1. Through implementation of our policy we aim to:
  3.1.1. Create an environment in which each individual feels valued, irrespective of ethnicity, language, gender, ability, religion or belief, or sexual orientation.
  3.1.2. Ensure equal access to all areas of the curriculum for all the children in our care.
  3.1.3. Promote the belief that all can and should achieve to their highest potential in all areas of the taught and "hidden" curriculum.
  3.1.4. Provide materials to promote learning that are appropriate and reflect diversity.

4 General Principles

4.1. We will strive to provide training on equal opportunities and diversity for staff.
4.2. All parent and carers, regardless of ethnic background, disability, gender or socio-economic background are welcome and will be encouraged to participate in the life of the school.
4.3. All our children have a right not to experience behaviour which offends anyone on the grounds of race, gender, nationality, sexual preference, ability etc.
4.4. We shall foster a positive atmosphere of mutual respect and trust among children and staff.
4.5. We aim to create an environment in which all children and their families and staff feel safe and unthreatened.
4.6. Staff should be seen to behave in a manner which demonstrates mutual respect for one another.
4.7. Adults should take every opportunity to encourage children to behave appropriately and to deal with incidents positively.
4.8. We will be sensitive to and provide for cultural and religious requirements, such as dress, diet and events.
4.9. We encourage children to develop self-esteem, confidence and motivation in all areas of their lives. Including their own learning, development and progress.

5 Curriculum Principles

5.1. All children will be respected and their individuality and potential recognised, valued and nurtured.

5.2. Activities and the use of play equipment offer children opportunities to develop free from prejudice and discrimination, and encouraged to enjoy and learn from them equally.

5.3. Our aim is to show respectful awareness of all major events in the lives of children within our school and in society as a whole.

5.4. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

5.5. We will provide positive opportunities for disabled pupils so that we treat them more favourably than non-disabled pupils, where necessary making reasonable adjustments to put them on a level footing with pupils without disabilities.

5.6. We will carry out accessibility planning aimed at increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and improve the availability of information to disabled pupils.

6 Monitoring & Evaluation

6.1. The named people in school who coordinate and monitor the policy are as follows:-

6.1.1. Caroline Lloyd and

6.1.2. Rachel Vaughans.

6.2. The Headteacher will seek to implement this policy and ensure that it is fair and equal.

6.3. It is the responsibility of all staff to monitor the success of the policy by ensuring that issues raised within it are followed and supported.

6.4. Where monitoring identifies a manner of concern, appropriate action will be taken by the senior leadership team to address the situation, after seeking appropriate consultation and advice.

6.5. Cognita Schools as proprietor ensures our equality and diversity policy and practice is kept under review annually. Implementation will be carried out and reported to our schools compliance committee, overseen by and reported by exception through the Governors to the UK Compliance Committee (2013).

6.6. The same process for accountability of our three year accessibility plan takes place as detailed at 7.5 above.

7 Related Policies, Guidelines, Templates and Forms

- Special Educational Needs.
- Safeguarding including Child Protection Procedures.
- Allegations of Abuse against Teachers and Other Staff.
- Accessibility Plan.
- Compliments and Complaints Procedure.
- Learning Outside the Classroom.