

Perrott Hill Equality and Diversity Policy



This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

Aims and Values

Perrott Hill is a warm and 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 local and wider community.

At Perrott Hill we aim to promote equality, 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.

Employment

Perrott Hill is committed to a policy of equal opportunities in employment. This policy aims to ensure that no employee or job applicant receives less favourable treatment because of race, colour, ethnic or national origins, sex, sexual orientation, gender, marital status, age, religion or disability, or is disadvantaged by conditions and requirements which cannot be justified.

The procedures of selection, promotion and training will be kept under review to ensure that individuals are considered solely on the basis of merit, ability and the prevailing needs of the school.

We will, when appropriate, take positive action to encourage application from groups that are under-represented on the staff in order to ensure that we are able to meet any pupil's special needs. At selection all applicants will be treated equally.

Pupil Admissions

The selection of pupils for admission to the school will be according to the school's ability to meet the needs of each individual within our admission criteria.

No pupil shall be denied admission on the grounds of race, colour, ethnic or national origin, sexual orientation, sex, gender, religion, disability or family background.

Education and Treatment

The school will:

- Provide all pupils with access to the curriculum at a rate appropriate to their special needs.

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- Provide a wide range of social, recreational and sporting opportunities appropriate for each pupil according to age and stage of development.
- Provide a structure in which pupils are exposed to the influence of, and relationships with, adults of both sexes, and where possible of varied races and cultures.
- Meet each pupil's special needs by treating them as a unique individual valued for themselves, simultaneously recognising their need for change, growth and personal development.
- Recognise the cultural, racial and family background of pupils and support them in an appreciation of this.

In the context of this policy, we aim to:

1. provide a secure environment in which all our children can flourish
2. provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
3. 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;
4. include and value the contribution of all families to our understanding of equality and diversity;
5. provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
6. plan systematically to improve our understanding and promotion of diversity;
7. actively challenge discrimination and disadvantage;
8. make inclusion a thread which runs through all our activities.

Harassment or Discrimination

Complaints against staff of victimisation, harassment or discrimination will be dealt with under the school's disciplinary code.

Incidents of victimisation, harassment or discrimination by pupils will be treated seriously and dealt with accordingly based on the individuals involved and identifying any special needs.

Serious or multiple incidents may result in exclusion from the school.

To achieve these aims we will:

1. develop, review, and evaluate all relevant improvement plans, policies and procedures in light of them;
2. publish and share the relevant policies with the whole community;
3. review information and data to ensure all groups are progressing well and no group appears to be, or is, subject to disadvantage;

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4. use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
5. ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
6. have high expectations of behaviour which demonstrates respect of others.

Leadership, Management and Governance

Perrott Hill is committed to:

1. being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
2. encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
3. 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 is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

1. ensure that the school complies with equality legislation;
2. meet requirements to publish equality schemes;
3. ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
4. scrutinise the recording and reporting procedures at least annually;
5. follow the school's admissions policy, which is fair and equitable in its treatment of all groups;
6. monitor attendance and take appropriate action where necessary;
7. have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
8. provide information in appropriate, accessible formats;
9. be involved in dealing with serious breaches of the policy;
10. be pro-active in recruiting high-quality applicants from under-represented groups.

The Headmaster

It is the Headmaster's responsibility to:

1. implement the policy and its strategies and procedures;
2. ensure that all staff receive appropriate and relevant continuous professional development;

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3. actively challenge and take appropriate action in any cases of discriminatory practice;
4. deal with any reported incidents of harassment or bullying;
5. ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
6. produce a report on progress for governors at least annually (the Headmaster reports to the Governors on a termly basis).

All Staff

It is the responsibility of all staff to:

1. be vigilant in all areas of the school for any type of harassment and bullying;
2. deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
3. identify and challenge bias and stereotyping within the curriculum and in the school's culture;
4. promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
5. promote an inclusive curriculum and whole school ethos which reflects our diverse society;
6. keep up-to-date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources;
7. all employees must be aware of the school's policy and be active in their commitment to this policy.

Breaches of Policy

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

Policy Planning and Review

Whilst we have a duty to develop and publish equality procedures in relation to both gender and disability, we are considering all aspects of diversity and equality in this comprehensive policy and its implementation and review. Action plans in these areas will be devised as and when appropriate via the review process.

In the planning and development stage of policy making, we will ensure we have consulted on 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.

The operation and review of all policies and procedures will feature consideration of equality and diversity to address any areas of inequality. This will allow for the identification of any anomalies.

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Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of ability and additional needs, and any trends in relation to protected characteristics are considered, identified and analysed in turn.

General data collected is used to further inform school planning, target setting and decision making.

The legal framework for this policy is:

Race Relations Act 1976 (as amended in 2000)

Disability Discrimination Act 1995 (as amended in 2005)

Children Act 2004

Equality Act 2006

Equality Act 2010

Education and Inspections Act 2006

Duty to Promote Community Cohesion, Education and Inspections Act 2006

Further Information can be found at:

The Equality and Human Rights Commission <http://www.equalityhumanrights.com>

Government Equalities Office <http://www.equalities.gov.uk>

About Equal Opportunities <http://www.aboutequalopportunities.co.uk>