

Eridge House

Equality Policy

Equality of opportunity at Eridge House is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, parents and community members.

It is based on the following core values as expressed in this school's aims:

Aims of the school

Eridge House School aims to provide a supportive, positive and challenging environment, where each child can be supported, extended and nurtured towards personal excellence. We are committed to excellence in all our activities: academic, sporting and cultural. The school's aim is to develop skills, knowledge, attitudes, relationships and values that enable children to be caring, creative, innovative and responsible citizens in an increasingly competitive and international environment.

We aim to:

- develop each child's intellectual and physical ability to its full potential
- encourage each child's spiritual journey through life
- nurture self esteem and a sense of personal worth
- foster a sense of caring and respect for others within a secure and happy environment
- provide equal opportunities for **all**
- We are committed to providing an excellent standard of education and expecting excellent standards from the children in our charge.

We also endeavour to achieve these aims by recognising and developing the potential of all our employees.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The school's commitment to Race Equality

These aims reflect our commitment to equality for all, staff and pupils, as well as parents, carers, students and visitors. Our goals are focused on:

Eridge House

- Ensuring that all pupils and staff are encouraged and able to achieve their full potential
- Respecting and valuing differences between people by promoting cultural diversity
- Preparing pupils for life in a diverse society

Leadership and Management

It is important that the commitment to equality is not just a “paper exercise”, but is seen as integral to the way in which we operate in practice. To this end, we adopt the following practices:

- Senior Management Team is responsible for adopting this policy, and for its subsequent review. It will maintain an overview of implementation of the policy and race equality has been, and will be, a regular item at SMT meetings.
- Responsibilities are clearly identified and understood (see appendix).
- The agreed format for school policies reflects a commitment to Equal Opportunities, including race equality.
- The school management team set a clear ethos which reflects the school’s commitment to equality.
- In particular, the school promotes a proactive approach to valuing and respecting diversity. The School Information and Evaluation Form (SIEF) includes a section on how the school seeks to promote social, moral and spiritual development, as well as cultural diversity
- All staff contribute to the formulation, development and review of policy documents. The school takes steps to enable the contribution of parents.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.
- Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored.
- The views of parents are actively sought and welcomed. We believe we work in partnership with them to secure the best education for our children: we do not think we have the monopoly on good ideas, or about what is “best” for children.

Policy Planning and Review

The school monitors its outcomes with regard to equality, particularly the performance of different ethnic groups. We have also sought to employ different ethnic, racial and gender groups, and given special consideration for those with disabilities. We also regularly evaluate the impact of policies on particular groups of children and/or staff. With the advent of this policy, this good practice will be further systematised in the following ways:

Eridge House

- Policy evaluation and auditing tools, such as *Learning for All*, will be used to identify specific targets for action.
- Race equality targets will be set; these will be included in strategic planning, such as in the School Development Plan.
- Monitoring data (including ethnicity) will continue to be used to monitor the attainment and progress of pupils, and targets set to remove any identified gaps.
- Monitoring data (including ethnicity) on admissions, attendance, exclusions, sanctions and rewards will continue to be used to inform planning and decision-making.
- All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in: a) eliminating racial discrimination, b) promoting racial equality and c) promoting good race relations.
- Outcomes of monitoring and assessment will be reported to the LEA, as required. Members of the school community will also be kept informed, ensuring that no individual can be identified.

Implementing the Policy

- This policy will come into effect immediately it has been agreed by SMT. Responsibility for its monitoring and review falls to the whole staff team.

Training and Development

- Develop a support and training strategy with staff and SMT
- Build in monitoring and evaluation of training

In a school such as Eridge House, issues of race equality are very important. There will continue to be a support and training strategy for both well-established and newly-appointed staff.

During the annual writing of the School Improvement Plan there is a review of the quality, needs and effectiveness of training and development: this will take heed of matters of equality.

Admissions and Attendance

- The admissions process is monitored to ensure that it is administered fairly and equitably to all pupils.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up by appropriate personnel who are aware of community issues.

Eridge House

- There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.
- Provision is made for leave of absence for religious observance, which also includes staff.

Attainment, Progress and Assessment

- Staff have high expectations of all pupils and they continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement.
- The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
- All pupils achieve the highest standards. Assessment for Learning (formative assessment) is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.
- Staff use a range of methods and strategies to assess pupil progress.
- The school runs a very wide range of out of school activities. Attendance at these is monitored, among other things, in terms of ethnicity and gender. Steps are taken to ensure that all children can attend. "One off" activities are regularly arranged so that children who attend classes at church, mosque or temple, or mother tongue in school can still take part in after school sessions.

School Ethos: Equal Opportunities

- The school opposes all forms of racism, prejudice and discrimination.
- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.
- All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, and are in line with relevant LEA policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Eridge House

- All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusion (please see our Behaviour Management Policy)

- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline.
- Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils.
- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Personal Development and Pastoral Care

- The pastoral support system takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum-seeker children.
- The Pastoral Team ensures that children who are at risk (of failing, of exclusion, of suffering bullying) are identified and supported: a proactive approach to children's needs is taken wherever possible.
- The school provides appropriate support for EAL pupils and encourages them to use their home and community languages, encouraging them to take pride in who they are, in their culture and in their origins, as appropriate.
- The school currently has no Traveller pupils, but would take account of their needs and circumstances, ensuring equality of treatment should such an occasion arise
- Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used, where appropriate.

Teaching and Learning

- All pupils have access to the mainstream curriculum.
- Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.
- Teaching is responsive to pupils' different learning styles, with the teacher taking positive steps to include all groups or individuals.

Eridge House

- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- Teachers encourage pupils to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

(Please see our **PSHE & Citizenship Policy**)

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Staffing: Recruitment and Professional Development

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties

Eridge House

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.
- The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Ethnic Monitoring of Employees. Routinely monitoring job applications and staff by grade and by ethnic groups

Partnership with Parents and the Community

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school.
- Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups. Where there appears to be under-representation, appropriate steps are taken to try to encourage the group to take part. This might include reviewing the format, content, time or appropriateness of particular activities.
- The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.
- The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- Information material for parents is easily accessible in user-friendly language and may be made available in languages and formats other than English, as appropriate.
- The school's premises and facilities are equally available and accessible for use by all groups within the community.

Monitoring and Review

- All members of staff have responsibility for the implementation of this policy.

Eridge House

- The effectiveness of the policy will be evaluated by the Senior Management Team.
- Member of staff with specific responsibility for Equal Opportunities: **Kasia Jaworska**

- **Responsibilities for Equality & Equal Opportunities Policy**

- *Senior Management Team*

• Ensuring that the school complies with Race Relations legislation	•
• Ensuring that the policy and its related procedures and strategies are implemented	•

- *Headteacher*

• Implementing the policy and its related procedures and strategies	•
• Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	•
• Taking appropriate action in any cases of racial discrimination	•

- *All Staff*

• Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping	•
• Promoting racial equality and good race relations, and not discriminating on racial grounds	•
• Keeping up-to-date with race relations legislation by attending training and information opportunities	•
• Making visitors and contractors aware of, and ensure they comply with, the school's Race Equality Policy	•

- *People with Specific Responsibilities*

• Having a member of staff, responsible for co-ordinating racial equality work	•
• Having a member of staff, or school governor, who is responsible for dealing with reported incidents of racism or racial harassment	•