



Equality, Diversity and Inclusion Policy

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1. Introduction

Denham Village school is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

Denham Village School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, living situation or spent convictions.

In this we include all members of the extended school community – pupils, staff, governors, parents/carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

2. Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Inclusion Policy, we are responding to the introduction of the Equality Act 2010. This policy has been devised to enable Denham Village School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive, non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Making inclusion a thread that runs through all the activities of Denham Village school

3. Our Ethos

Denham Village School is a welcoming and caring community of children, parents/carers, staff and governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a comprehensive curriculum

we will enable each child to share the responsibility for becoming independent and confident learners and achievers in a continually changing world.

Guiding Principles

Principle 1: All learners are of equal value

All learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability so that reasonable adjustments can be made
- Ethnicity so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys, women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogues between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- Mutual respect and good relations between boys and girls, men and women and an absence of sexual and homophobic harassment

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially when there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity

Principle 5: reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, men and women

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and based on principles of transparency and accountability. It involves those who in the past have been excluded and disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Lesbian, gay, bisexual or transgender

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, nationally and international, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People from a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Lesbian, gay, bisexual or transgender

4. Implementation

Admissions

- At Denham Village School we welcome applications from the whole community
- We base our admissions policy on a fair system – refer to Admissions Policy

School Curriculum

The curriculum at Denham Village School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families

Food and Dietary Needs

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible

Events

- Events are arranged to ensure that all families may become involved in the life of the school if they wish

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all

Staff Training

- All staff at Denham Village School will have their professional development needs met in relation to this agenda

Roles and Responsibilities

- All who are associated with Denham Village School have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

Monitoring and Evaluation

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stated.

In considering the effectiveness of this policy consultation will be undertaken with staff, governors, pupils and parents/carers to assist in this review process.