



HEDGEWOOD PRIMARY SPECIAL
SCHOOL



EQUALITIES AND DIVERSITY POLICY

Introduction

Hedgewood School is committed to preventing discrimination, valuing diversity and promoting dignity of all pupils, families, staff, governors and visitors. We are committed to ensuring equal treatment of all, regardless of gender, race, nationality, ethnic origin, socio-economic status, disability, religion, age or sexual orientation. We believe all should feel welcome and have an equal chance to benefit from our school and everything it provides.

Hedgewood is a rights respecting school [drawn from the Human Rights Act 1998]. We ensure all pupils are aware of their human rights through policy and practice throughout the school:

- You have the right to life
- You have the right to an identity
- You have the right to choose your own religion and beliefs
- You have the right to practice your own culture, language and religion
- You have the right to special education and care
- You have the right to get information that is important to your well being
- You have the right to privacy

AIMS

- To ensure that the curriculum meets the needs of all pupils
- To provide an environment that is safe and welcoming; and where there is respect for self and others
 - To encourage all pupils to develop a positive self-image by valuing all contributions
- To promote understanding and appreciation of others whatever age, ability, ethnic origin, gender, race, sexual orientation or social background
- To enhance awareness amongst all members of our school community of the many faces of discrimination and the need to combat it
- To prepare our pupils to help develop a society which respects the diversity of human experience and promotes equality of opportunity
- To ensure that we constantly review our current practice in the light of this policy

Guidelines are listed under the following general headings:

1. The Curriculum
2. Organisation and Administration
3. School Environment
4. School Community
5. Responsibility
6. Monitoring/Evaluation

1. THE CURRICULUM

All pupils have an equal chance to participate in a broad, balanced and relevant curriculum, which enhances their diverse experiences and strengths.

Entitlement

The school curriculum reflects an awareness of the ethnic, gender, class, ability, experiences, age and special needs of all pupils. It promotes understanding and valuing of ethnic difference and gender equality and caters for all abilities in its content and delivery.

- a) The curriculum supports the development of policies, which seek to eliminate discrimination and enhance the equality of learning opportunity for all pupils.
- b) It provides opportunities for girls and boys to develop interests and skills in 'non-traditional' female/male areas and activities and encourages the continuing pursuit of this development.
- c) It encourages pupils to recognise that communities here and in other parts of the world have their own values, traditions and everyday living patterns.
- d) It encourages awareness of other cultures
- e) It looks to counter the political, social and economic reasons for racism, sex and class discrimination, perpetuated from history.

Curriculum Content

The whole school curriculum is a powerful tool for both challenging and changing attitudes.

Resources

- a) Resources demonstrate the contributions made by men and woman of all races to every area of learning.
- b) Resources are assessed for bias or stereotyping and, where possible, chosen for their positive and non-stereotypical representations of diverse groups.
- c) Resources take account of the mixed ability, plurality and gender needs within the classroom.

Curriculum Delivery

- a) Teachers are aware of the different learning and language needs within their classrooms and develop strategies for communication with all pupils.
- b) Strategies are developed which specifically seek to redress inequality of learning opportunity within the classroom.
- c) Group tasks actively encourage all pupils to work together across ethnic and gender boundaries.
- d) Adult time is divided between pupils as fairly as possible according to need..
- e) Staff encourage the active participation of all pupils.
- f) Teachers use proactive strategies that uphold the school's values in a non-confrontational/low arousal way.

Language Backgrounds and Language Development in the Curriculum

- a) Bilingualism is regarded as advantageous and a positive contribution to the school community.
- b) All pupils feel that their languages, dialects and accents are valued within the school.
- c) The school accesses, where possible, a variety of community language speakers for the purpose of translation and interpretation.

Accessing the Curriculum

In order to achieve equal participation in the curriculum, pupils need different levels of support, hence our three curriculum pathways, our re-vamped assessment system along with SLT and OT throughout the school supported by our Family Service team

- a) Each teacher is responsible for identifying the specific strengths, difficulties and needs of individual pupils and planning to meet those needs.

2. ORGANISATION AND ADMINISTRATION

Admissions

It is important that every pupil and parent/carer feels welcome in the school. Where appropriate, every effort is made to ensure that an interpreter is present if needed as well as for Annual Reviews and parents evenings.

Naming

It is a basic demonstration of respect for a person that the use, pronunciation and spelling of their name are correct. Teachers respect pupils and call them by their full name

- a) Information regarding the correct title and name by which parents/carers wish to be addressed should be collected and made available to all staff.
- b) Staff should be asked their preferred title, and this should be used on staff lists, labels, communications, etc.

Pupil Grouping

- a) Selection and grouping of pupils for activities promotes equality of opportunity.
- b) Pupils are entitled access to their files. These are organised corporately and individually to reflect the school's commitment to equal opportunities.

Language

Language plays a powerful part in the creation of a person's self-image. All forms of sexist, racist or personally offensive language and remarks are unacceptable. If any occur, it is dealt with according to specific guidelines.

School Functions

- a) Participation in all school functions (e.g. assemblies and events) reflects the composition of the whole school community.
- b) Assemblies are valuable forums for promoting diverse cultural experience, a balanced representation of gender experiences and a range of ability.
- c) Visits and trips are organised with an awareness of their implications for equal opportunities.

School/Home Communication Letters and Information

- a) Community languages are spoken in the school and translation can be provided.
- b) Letters home are hopefully jargon-free and written in as clear and direct a style as possible.
- c) Correct titles and family names are used.
- d) Photographs/illustrations in information packs etc. reflect the whole school community and avoid stereotypical representations.

Parents/Carers Evenings

The school is sensitive to the particular difficulties parents/carers may have in attending these evenings.

- a) A crèche is provided for parents/carers with young children.
- b) Interpreters are provided and parents/carers are made aware of this prior to the evening.
- c) Transport is provided for parents/carers who request the service.

3. THE SCHOOL ENVIRONMENT

Common Areas

The playground space caters for the interests and needs of all pupils. Specific areas are designated for a particular purpose e.g. 'quiet', 'active'. These are open to both sexes and their appropriate use communicated to pupils.

Displays

- a) Displays demonstrate the variety of talents, interest and achievement of the whole school community (its ethnic, gender, ability and social composition).
- b) Signs are written using language that supports pupils' understanding.

Access

The school is DDA compliant.

Clothing Regulations on clothing allow for religious custom, but comply with the school dress code, and do not discriminate on the grounds of gender.

Staff respect cultural difference and should not wear clothing that may cause offence.

4.THE SCHOOL COMMUNITY

Staff Development and Appointment

- a) The school invests in the safer recruitment, professional development and promotion of all staff.
- b) The school encourages the professional development of all staff through the implementation of an agreed staff development policy.
- c) Interview procedures, formal or informal, the compiling of references or other forms of reporting on staff refers to the equal opportunity criteria.
- d) Staff files are open to scrutiny at any time by the person on the file.

5. RESPONSIBILITY FOR IMPLEMENTATION

- a) The policy is subject to regular systematic review and evaluation.
- b) Parents/carers and governors are actively involved in the implementation of the policy, through clear communication and discussion of the policy and its rationale.

This policy reflects the duty of all educational organisations to have updated and published their Equal Opportunities and Diversity Policy, to adhere to the Equality Act 2010. It describes the way in which the school meets the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy is applied to all staff and learners, as well as any volunteers working in the school. Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed. This policy is reviewed regularly.