

Table of Changes

Date	Section of Policy	Amendment
June 2022	Throughout	Change terminology from EAL to multi-lingual
June 2022	Policy Development	Include reference to RRSA
June 2022	Equality Objective	Added new objective around children with a social worker.

Policy Development

In accordance with the Equality Act 2010, this policy has been written to demonstrate that Delamere School has due regard for equalities (requirement from section 149 of the Equality Act 2010).

Delamere School is committed to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of the school community.

Delamere is a Rights Respecting School. We have achieved the Silver Award within the framework and are working towards Gold.

Our community includes:

- Pupils
- Staff
- Parents / Carers
- The Governing Body
- Multi – agency staff linked to the school
- Visitors to school
- Students on Placement
- Volunteers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Delamere School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with school staff and governors.

2. Ethos and Atmosphere

- At Delamere School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour e.g. through purposeful ignoring, unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

- All pupils are encouraged and staff are expected to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

3. Monitoring and Review

Delamere School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environments in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and experiences and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly analyse the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

School performance information is compared to national data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to

- Attendance
- Children receiving the Pupil Premium
- Exclusions
- Children from Multi-lingual families
- Racism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in extended learning opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Delamere School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Equality Objective

We have identified the following issue from new guidance and examination of the data:

- Ensuring positive outcomes and equality of opportunity for children who have or previously have had a social worker.

4. Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy

- The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- Due regard is given to the promotion of Equality and Inclusion in the School Development Plan. The person responsible for the monitoring and evaluation of this policy and action plan are the Head Teacher and senior leadership team. In relation to staff, their role is to:
 - Lead discussions, organise training, update staff, and support discussions
 - Work with the governing body on matters relating to equality
 - Support evaluation activities that moderate the impact and success of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children in accordance with their needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

5. Developing Best Practice:

Teaching and Learning

We will provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All curriculum co-ordinators where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity

- The school will place a very high priority on the provision for special educational needs and disability
- We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Delamere School, we will ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to teaching styles and reward systems which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Delamere School is a high priority.

These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Delamere School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Provision for Multi-lingual Pupils

We undertake at Delamere School to make appropriate provision for all Multi-lingual children / groups to ensure access to the whole curriculum.

These groups may include:

- Pupils from Multi-lingual families
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or life, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of post school opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race

or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some aspirations)

- All pupils/staff/parents and carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are training and aware of that they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents and Carers / Families and the Wider Community

We will work with parents and carers to help all pupils to achieve their potential.

- All parents and carers are encouraged to participate in the full life of the school
- A Parent Council has been established to act as a consultative group for the school community.
- Members of the local community are encouraged to join in school activities

6. The Measurement and Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. To assess how we will meet our objectives can be reviewed within the current School Development Plan as this includes our Inclusion and Equality objectives and what action will be taken to meet the objective and the resulting impact

June 2022